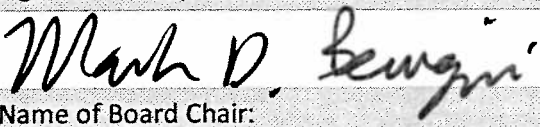
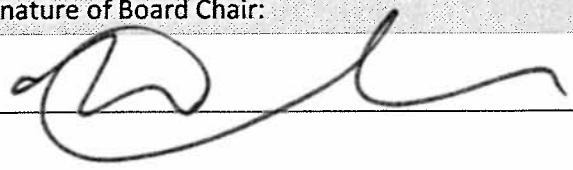




**Connecticut State Department of Education  
School Improvement Grant (SIG) 1003(g)  
Application Cover Page**

<b>District (LEA):</b>		
Meriden Public Schools		
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22 Liberty Street Room 1A		Meriden      06450
<b>Name of Superintendent:</b>		
Dr. Mark D. Benigni		
<b>Signature of Superintendent:</b>		<b>Date:</b>
		April 10, 2014
<b>Name of Board Chair:</b>		
Mark A. Hughes		
<b>Signature of Board Chair:</b>		<b>Date:</b>
		April 10, 2014

**Directions:** Please identify in the chart below the eligible schools in your district for which you are submitting a SIG application, and identify the model selected for each school. *LEAs pursuing the closure model need only complete this cover page the School Closure Application found on page 16.*

School Name:	Turnaround	Restart	Closure	Transformation
John Barry Elementary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Part I: LEA Strategy

**Directions:** Part I of the SIG application requires the district to describe its strategy and structure to support school turnaround efforts at the district level. Specifically, LEAs must describe central office capacity to support low-performing schools, conditions that will enable bold reform, ongoing monitoring and accountability structures, and a sustainable and thoughtful financial resourcing strategy. Please respond to the questions outlined below. Part I responses should not exceed 10 pages.

**Section 1: LEA Capacity and Organizational Structure.** The LEA must demonstrate that it has the capacity and an intentional organizational structure to support turnaround efforts in its lowest-performing schools.

- Describe the district's strategy, theory of change, or approach as pertaining to school turnaround. Ensure alignment to the district's Alliance District plan.
  - Provide a clear overview of the LEA's capacity and staffing structure to support its lowest-performing schools. Specially, describe the supports and technical assistance provided by the LEA to its low-performing schools.
  - Describe the district's readiness and capacity to support school turnaround, identifying organizational strengths and weaknesses.
  - Identify external partners supporting turnaround efforts, if applicable.
- 
- As stated in our Alliance District Plan, the Meriden Public Schools believes that by creating school climates, which challenge and support students and staff and by utilizing timely student performance data to guide core instructions and intervention, we will effect positive change. The key initiatives, outlined in our Alliance District Plan, to bring about change include implementing **Full-Day Kindergarten** for all students; implementing **new K-5 reading and mathematics curricula** based upon CCSS; creating a **Family School Liaison department** to engage parents in the education of their child and school; working with the **National Center on Time and Learning** to fully implement **two expanded day schools**, one of which is our focus school, John Barry Elementary School; planning a **third expanded day school** to open in 2014-2015; establishing a **full-service community school** at John Barry; collaborating with the **Connecticut Center for School Change** to develop and implement an **Executive Coaching Program** for new principals as well as supporting the implementation of **Learning Walks** across all schools in the district; creating a comprehensive **Talent Development** system; establishing a new Central Office position of **Performance and Evaluation Specialist** to ensure successful implementation of **Meriden's Educator Evaluation and Development Plan** in four elementary schools this year, with remaining schools on board for full implementation starting school year 2014-2015; implementing **BYOD Guidelines**; developing an online **Meriden Assessment System** recognized across the state; refining our **Data Team** process with consultant support; establishing a **weekly early release day** for professional learning communities and professional development; employing **matched vertical growth models**; implementing **Teacher/Administrator Dashboards**; opening new **special education programs** and **sensory rooms** to better serve our special needs population in district; contracting with CREC and *Education Development Center* for **external audits of our special education programs** and **English Language Learning programs** respectively; developing **blended learning** environments through a **Nellie Mae Education Foundation** grant; creating a **Technology Integration Educator** position to support integrating technology into the curriculum. Our strong collaboration with the **Meriden Federation of Teachers (MFT)** has helped facilitate these initiatives to increase student achievement in our low performing schools.



Two years ago, a highly competitive AFT Innovation Grant was awarded to the MFT and district which helped facilitate Barry's transition to an extended day school with 100 additional minutes each day. The National Center on Time and Learning provided the training and necessary technical assistance as part of a TIME Collaborative Grant to Barry from the CSDE. To support this initiative, the district remodeled Barry's media center and built a 67 seat state-of-the-art Technology Center. The district also allocated funds to support online learning systems providing ST Math, myON®, and Imagine Learning which provides individualized, paced differentiated instruction to support all students. In addition, the district applied for and received a K-3 Literacy Initiative Grant. This grant provided the school with an exciting opportunity to collaborate with UCONN NEAG School of Education who provided training for teachers and four interventionists to work with struggling readers. John Barry has also developed most components of a full service community school and is in discussions with state colleges and universities about becoming a professional development school. All these initiatives are aligned to our District Alliance Plan.

- The district has the capacity and staffing structure to provide support to John Barry Elementary School, designated as an Alliance District "focus school" by the CSDE. The first major staffing change was made two years ago when the Superintendent transferred Barry's former principal of ten years to another school in the district. The former principal was replaced with a new principal, Elsie Torres-Brown, the first Hispanic principal to lead John Barry School. Ms. Torres-Brown, a native of Meriden, previously served as Instructional Associate under Dr. Cardona, a high performing principal, at another elementary school. As chair of the School Improvement Committee, she had a proven history of improving student achievement. At the end of Ms. Torres-Brown's first year, she received the William Cieslukowski Outstanding First Year Principal award. Ms. Torres-Brown is currently in her second year at Barry. To ensure that the teaching staff embraces the needed changes at John Barry, the district initially restructured approximately one-third of the staff, affording the district and the principal a rare opportunity to hire new enthusiastic and positive educators to complement existing staff. With more changes on the way, over 50% of the staff will have been hired during Ms. Elsie Torres-Brown's tenure.

With an emphasis on supporting and providing services to our focus school, our K-5 Language Arts Supervisor re-examined reading teacher assignments and allocated an additional reading teacher to the two reading teachers already assigned to Barry. The Director of OPP supported this shift to turnaround performance at John Barry by hiring a new school psychologist, a special education teacher and behavior technicians for the school. Efforts have begun to strengthen PBIS schoolwide to improve the climate of the school. Initial workshops have been held with staff to address the challenging behaviors of students under stress due to environmental and economic factors. The atmosphere of the front office has changed with the hiring of cheerful and welcoming secretary, a bilingual/bicultural Meriden resident. The school has established partnerships with two non-profit community agencies, the Meriden YMCA and the Meriden Boys and Girls Club. Both providers provide extra staff to assist classroom teachers during the physical fitness and enrichment blocks. Barry's kindergarten program was cited by the National Center on Time and Learning as an exemplar. John Barry is also in the process of becoming a Full Service Community School with many components and wraparound services already in place. Dr. Benigni, Ms. Torres-Brown and other team members are presenting at the National Community School Conference and sharing their work.

The district transferred a first grade teacher who evidenced the highest student achievement scores in the district for four years to Barry. He was transferred into a new role at John Barry, creating the position of Expanded Learning Facilitator. This Facilitator helps coordinate the program, organizes community partner supports, develops enrichment activities especially in STEM areas and, more



importantly, coaches and models literacy in our K-2 classrooms. Starting in 2014-2015 school year, eight Assistant Principals will be hired which will include an Assistant Principal assigned to John Barry School and the other Assistant Principals assigned to all of our elementary schools.

John Barry Elementary School is poised to become a transformation school. Given the strong support and capacity of the district, its partnership with the CT Center for School Change (CCSC), and the readiness and commitment of the principal, staff and MFT to improve student achievement, funding from this School Improvement Grant will provide the catalyst for John Barry Elementary School to become an exemplar for the state. Barry's Transformation School Plan, fully described in Part II, School Plan, is thoughtful, comprehensive and interweaves instructional practice, climate and culture, teacher empowerment and effective leadership. Most importantly, the School Plan will be sustainable when the three years of SIG grant funding ends. John Barry Elementary School will have developed a highly competent school leader and leadership team, fostered a positive culture and climate which facilitates learning and provided teachers with the job-embedded professional development to become outstanding teachers that understand and appreciate the challenges of a diverse student population.

- Under the leadership of Dr. Benigni, the district's organizational structure was reorganized to better support our schools, teachers, students and parents. Recognizing that our teachers and administrators are being asked to implement changes which require learning new skills, adopting new practices and implementing new leadership strategies, the district realizes that we all need to work together in a coherent and effective way to support personalized learning. Our first reorganizational shift in Central Office expanded the position of Director of Personnel to Assistant Superintendent for Personnel and Staff Development. Mr. Thomas Giard, who holds this position, is now not only responsible for personnel but for developing programs to empower educators and develop leadership. Our Talent Development System, with programs for New Teacher Induction, Executive Coaching, Peer Coaching, Leadership Academy, Meriden Teachers Sharing Success and Administrators' Retreat are crucial to facilitating change and developing teacher leaders. The second reorganizational shift created a new Central Office position, Performance and Evaluation Specialist, held by Dr. Miguel Cardona. Working with administrators and teachers in the schools, Dr. Cardona supports our belief that collaboration, sharing best practices and effective teacher evaluation develops a cadre of exemplary teachers to act as mentors, coaches and professional developers to improve teacher effectiveness. Our third reorganizational shift has Ms. Haeffner, Supervisor of Instructional Technology, joining our Central Office team. Next year, Ms. Haeffner will assume the newly created position of Curriculum and Instructional Technology with the current Director of Curriculum transitioning to Coordinator of Grants and Special Projects. Ms. Haeffner's background is unique in that she combines a solid understanding of curriculum and pedagogy with an outstanding expertise in instructional technology. Her ability to merge curriculum, pedagogy and technology combined with her enthusiasm and energy will provide the momentum to advance our programming in a significant way. Our Family School Liaison Department was also created to work with parents and their children.

Our administrators and teachers have the readiness and capacity to support school turnaround efforts. Meriden's administrators and teachers are recognized across the state and often called upon to present at state and national conferences and panels. Dr. Mark Benigni is Co-Chair of Connecticut Association of Urban Schools. Dr. Benigni and Mr. Robert Angeli, Associate Superintendent for Instruction, are members of the CAPPS Governing Board. Dr. Benigni also serves on AASA Governing Board. A number of presentations that have or will occur are described as follows:

Dr. Benigni, Erin Benham, MFT President, and Elsie Torres-Brown, Principal, John Barry Elementary



School, will be presenting at 2014 Community Schools National Forum in April on *Transition from School House to Community School*. Their presentation will highlight the labor/management collaboration between the MFT and Superintendent/Central Office team as well as the "nuts and bolts" of transitioning from a traditional school into an a community school.

Dr. Benigni, MFT President Erin Benham, Casimir Pulaski Principal, Dan Coffey, and MFT teachers recently presented at the Teaching and Learning 2014 Conference, Washington, D.C. on *More Collaboration + More Time = More Learning*.

Dr. Benigni, with other Central Office team members, presented last February at the American Association of School Administrators (AASA) Annual Convention in Nashville, TN on *"The Data That Matters: Making A Difference for Your Schools"*. Dr. Benigni, Mr. Giard and Mr. Grove also made a presentation on *"Utilizing Data to Improve Student Achievement"* UCONN/CAPSS Educational Leadership Cohort, West Hartford, CT. We recently hosted a group of educators from Iowa who wanted to learn more about our use of data to improve instruction.

Additional talks and presentations by Dr. Benigni include:

- *Mandate Relief*, State of Connecticut Education Mandates Relief Task Force, Hartford, Connecticut, 2014.
- *Closing Gaps in Meriden*, State of Connecticut Interagency Council for Closing the Achievement Gaps: Chronic Attendance, Hartford, Connecticut, 2013.
- *"Teacher-Driven Expanded Learning Time"*, AFT TEACH, Washington, DC, 2013.
- *"The Education System"*, Connecticut Association of Schools (CAS), Southbury, CT, 2013.
- *"Leadership Panel and Extended Time Breakout Session"*, Connecticut Council for Education Reform, New Haven, CT, 2013.
- *"No Safety Net Required"*, National Association of Secondary School Principals (NASSP) Annual Convention, Phoenix, AZ, 2010.

Dr. Alvin Larson, Director of Office of Research and Evaluation, recently presented at the 2014 American Education Research Association (AERA) Annual Meeting in Philadelphia, PA. The theme of the meeting is "The Power of Education Research for Innovation in Practice and Policy". Dr. Larson's presentation, *"Confidential School Climate Survey: Identify and Assist Counselors with Treating Social-Emotional At-Risk Students"* discusses his extensive work on Meriden's School Climate Survey.

Dr. Miguel Cardona is currently Co-Chair of Connecticut's Legislative Achievement Gap Task Force. He publishes a quarterly newsletter, *The Teval Times*, which informs all stakeholders of developments and provides valuable resources to ensure a smooth transition from a pilot evaluation year with four schools to full implementation across 12 schools. Dr. Cardona has been invited to be a member of the CSDE Evaluation Team and attend a conference in San Antonio, Texas at which the CSDE Evaluation team will examine national best practices around teacher evaluation and consider how to improve the policy and implementation of Connecticut practice. He has presented at CAS Evaluation Conference, CSDE Meeting with RESCs, AFT "Connecting the Dots" Conference in Houston, Texas, CEA Interview Seminar and at other state and national conferences.

Mr. Thomas Giard III serves on the ACES Regional Minority Recruitment Advisory Board. He was recently named to the Connecticut State Department of Education Minority Teacher Recruitment Taskforce. Meriden recruitment of minorities increased 10% last year. Mr. Giard is also President of the CT. Association of School Personnel Administrators.



During the past year, Meriden schools have hosted visits from Dannel Malloy, CT. Governor; Stefan Pryor, CT Commissioner of Schools; Richard Blumenthal, U.S. Senator for CT; Deborah S. Delisle, Assistant Secretary for Elementary and Secondary Education, and Randi Weingarten, American Federation of Teachers' President. Newspaper and television coverage of these events are posted on our Meriden Public Schools' website.

- Meriden's external partner supporting John Barry Elementary School is the Connecticut Center for School Change, who will be working with the administrative team and teacher leaders to more fully develop a strong and effective "leadership team" that is committed to moving all students to higher levels of achievement. The CT Center for School Change already has a very close relationship to the Meriden Public Schools as Dr. Benigni is in the Superintendent's Network and Mr. Angeli, Mr. Giard and Dr. Cardona are leaders in the Systemic Instructional Improvement Program (SIIP).

**Section 2: Conditions for Success.** The LEA must secure optimal conditions and create policies and practices that enable school reform and provide site-based flexibility.

- Describe how schools will receive additional autonomy in exchange for increased accountability. Describe additional flexibilities in the areas of staffing, scheduling/calendaring, budgeting, and programming.
- Explain how the district will modify its practices and policies, if necessary, to allow for full implementation of the interventions outlined in the school and/or district plans.
- Submit relevant labor-management documentation, such as memoranda of understanding, election to work agreements, and/or thin contracts. Please note that such documentation is required.
- Teacher empowerment has played a significant role in enabling school reform and site-based autonomy. The MFT and Central Office team collaborated on an AFT Innovation grant for the planning, training and implementation of two extended day elementary schools, one of which is John Barry Elementary School, our focus school. Two more elementary schools are currently completing the planning phase, with one school slated to become the third expanded day school in the district. To date, Meriden is the only district in the state with three expanded learning day schools. All four schools established Expanded Learning Time Planning Committees comprised of the Principal, Instructional Associate and five MFT Teachers. The National Center on Time and Learning provides training for these committees under a CSDE grant to Meriden. These Planning Committees have the autonomy to determine the school's calendar, start and end times for the school day, student schedule, teacher work schedule, intervention and enrichment time blocks, and staggered teacher work days including assignments of teachers to the early or late shifts. Teachers are also encouraged to develop enrichment activities that they are interested in teaching during Enrichment Block. Interests run the gamut from teaching woodworking to lessons in guitar. The MFT, in collaboration with Central Office, determined the stipend amount that teachers receive if they chose to work the full student day rather than a staggered schedule.
- Our district has modified its supervisory structure and practices to support John Barry Elementary School. Formerly, Barry's principal was supervised by the Associate Superintendent for Instruction who was responsible for all eight elementary principals. Next year, under the Transformation Plan, Dr. Cardona, Performance and Evaluation Specialist, will supervise the principal of John Barry School. Since this will be the sole school under Dr. Cardona's supervision, he will be able to provide an increased amount of time and support to Ms. Torres-Brown. Dr. Cardona reports directly to the



Superintendent, providing the liaison between Central Office and John Barry. Prior to his Central Office position, Dr. Cardona, a highly successful principal, was selected by the Connecticut Association of Schools to receive the 2012 National Distinguished Principal Award. Given his strong leadership ability and concentrated involvement with Meriden Educator Evaluation and Development Plan, he is the perfect administrator to help support Ms. Torres-Brown. Ms. Torres-Brown plans on participating in the 2014 Spring Leadership Fellowship which complements the LEAD, CT Turnaround Principal Program. Since the CT. Center for School Change is our external partner and supports LEAD, CT., it would be advantageous for Ms. Torres-Brown to participate in the 2014 Spring Leadership Fellowship. While Ms. Torres-Brown is a second year principal, she welcomes the opportunity to participate in this "once in a lifetime" professional experience. Again, over the last two years, over 50% of the staff has changed at Barry. These new supervisory structure changes and practices will allow for full implementation of the interventions planned for John Barry Elementary School as described in Part II, School Plan.

- Central Office meetings occur on a weekly basis with one meeting set aside each month with Meriden Administrators' Association (MAA) and Meriden Federation of Teachers (MFT) union representatives to promote collaboration and accountability. At these meetings, innovative ideas are generated and issues of concern addressed in an atmosphere of mutual trust. While there is a side letter related to the early release day (a Memorandum of Understanding is found on the page before Appendix A), other issues such as planning for expanded day schools, staggered teacher work schedules, teacher stipends, use of outside community providers in the schools, teacher transfers, and Teacher/Administration Dashboards have all been discussed and resolved at these monthly meetings without the need for a Memorandum of Understanding. Dr. Benigni and Erin Benham, President, MFT, received a joint award from the AFT recognizing their strong labor/management collaboration. This was the first award of its kind presented to a Superintendent and Union President. Their collaboration is further recognized in *American Educator* in an article entitled *Moving Meriden: In Connecticut, A Road Map for Union-District Relations*.

**Section 3: Accountability and Monitoring Strategy.** The LEA must develop and implement tools and processes to create shared accountability for results at the school and district levels.

- Describe the district's systems, tools, and processes to monitor the fidelity of plan implementation, and leading and lagging performance indicators.
- Explain how the district and school will use data to drive ongoing decision-making and create a culture of shared accountability for results.
- Identify annual performance goals (subject to CSDE approval) for the school(s) by completing Appendix A.
- Meriden's assessment system has instruments in both cognitive and affective domains to monitor the fidelity of plan implementation and leading and lagging performance indicators. Each of these assessments has their own customized software and database. The overall purpose is to produce timely diagnostic and actionable data that teachers can use to address each individual's needs. The system's cognitive benchmark assessment is the MDA (Meriden Diagnostic Assessment) in math for grades 2 through 9 and in ELA for grades 2 through 10. In addition to MDA, we have and are continuing to develop Key Concepts which is a system of embedded assessments keyed to the delivered curriculum across all content areas. The Key Concepts are shorter versions of MDA and developed by a team of teachers and administrators for use as formative and common assessments. Critical Reading Exercises (CRE) are designed for reading grade levels from 2 to 9. The software is



computer adaptive requiring minimal teacher support. When a student logs on, the computer assigns the CRE level based on student's MDA reading score. The purpose of CRE is to provide additional opportunities for students to independently "practice" self regulatory (fix up) strategies. These strategies, referred to as "close reading", include rereading, reading ahead and making inferences. The software generates an individual self correction report which reinforces the development of an internal monitoring system (metacognition) for each student.

The affective domain is assessed with Meriden's School Climate Survey for students which was developed locally and validated at the university level (University of Connecticut and University of Arizona). The School Climate Survey is taken by students in Grades 3-12. The survey measures several factors of school climate and helps identify students with social-emotional health needs. The School Climate survey, a confidential online survey with a student ID log in, is based on National School Climate Standards. This survey measures the following factors: Teachers Motivate and Care; Safety Respect Differences; Parent Values School; Parental Support; Caring Friends; Aggression. Meriden tracks social-emotional development by students over time with a trigger e-mail identifying a potential crisis immediately sent to the principal, school psychologists and social workers. Meriden's data on the School Climate Survey will be published in an article in *School Psychology Quarterly* later this year.

Another instrument in development is the "Getting to Know You" survey. During the development, teacher and student feedback was solicited from 30 teachers and 60 students. The "Getting to Know You" survey asks students about their interests and values. The survey will help strengthen teacher-student relationships.

The principal and staff have online access to all cognitive domain measures for their own students. In the affective domain, the School Climate survey is shared with principal and counselors; and the "Getting to Know You" survey; which will be launched in the fall, will be open to all teachers to see student results of their classrooms based on Power School, our student information system. In addition, the district collects and analyzes attendance, suspension and expulsion data by school. Schools use these data to drive climate change and launch innovative student support programs. All instruments are analyzed by district, school, grade and student.

- The district has a vertically aligned three-tier Data Team System to use data to drive ongoing decision making and create a culture of shared accountability. Our District Wide Data Team informs the School Wide Data Team which informs the Instructional Data Team (PLC Team) which in turn informs the core instruction and SRBI intervention in the classroom. The District Data Team, in collaboration with Central Office, develops and prepares the Alliance District Plan; establishes school student goals; identifies select strategic areas of adult work; creates an action plan for each strategic area of work; completes development of the District Improvement Plan (DIP); and facilitates, monitors and evaluates implementation of the DIP. The School Wide Data Team, based upon the goals of the Alliance Plan and District Improvement Plan, establishes student goals; identifies select strategic areas of adult work; creates an action plan for each strategic area of work; completes development of the School Improvement Plan (SIP); facilitates and monitors and evaluates Implementation of the SIP. The Instructional Data Team/PLC: collects and charts data; analyzes strengths and weaknesses; establishes SMART goals; selects instructional strategies; and determines result indicators. In collaboration with John Barry's school wide and instructional data teams, the school will use these data for ongoing decision making and shared accountability. John Barry conducts teacher led Learning Walks which also fosters a culture of shared accountability and collaboration. Training in Learning Walks was provided by the CT Center for School Change.





- Annual performance goals for John Barry Elementary School are completed in Appendix A.

**Section 4: Budget and Budget Narrative.** The LEA must commit to thoughtful and strategic resourcing, including investments in high-yield activities and efforts to promote sustainability beyond the SIG grant.

- Describe the major expenditures associated with the SIG application. Justify each cost with the likely return on investment and impact on student achievement.
- Provide evidence that the district is thinking proactively about how to sustain reform activities, including by braiding together multiple funding streams.
- Ensure that the low-performing school will continue to receive all State and local funds it would receive in the absence of SIG, and that those resources are aligned to the SIG reform plan.
- Complete Appendix B, submitting a three-year SIG budget proposal.

- Major expenditures for the SIG application are as follows:

Talent Development Specialist

An experienced and highly successful full-time teacher will provide ongoing professional development to approximately 10-12 enthusiastic and positive teachers new to John Barry School and support teachers in their second year of teaching at Barry who also need assistance. This support goes far beyond the district's New Teacher Induction Program and traditional professional development workshops. The Talent Development Specialist will provide help with classroom management in the actual classroom setting, provide help with lesson planning and delivery and coach and model best practices in the classroom on a regular basis. With such a large number of teachers new to the school, it is essential that these teachers, during their first three years of teaching, are provided with the support of an expert teacher to counteract teacher inexperience and facilitate their professional growth as they develop into effective teachers. The Talent Development Specialist will work the longer student day for an additional stipend and participate in the Summer Institute. It is anticipated that students in new teachers' classrooms will achieve significant academic growth on assessments.

Contracted Literacy Coach for Grades 3, 4, 5

Nancy Boyles, Ph.D., Professor Emeritus at SCSU, noted author of numerous books and a highly recognized Literacy Coach, will be contracted to work at John Barry Elementary School in Grades 3, 4, 5 for one day per week during the course of the school year. Dr. Boyles will also provide professional development at the Summer Institute. Dr. Boyles will provide direct support to teachers in grades 3-5 in the implementation of the new ELA curriculum, and in their daily instructional strategies. Teachers will also receive her new book on Close Reading. In tandem with Barry's in-house Expanded Learning Facilitator who will be providing coaching, modeling and direct support to teachers in grades K-2, we will be providing a continuum of instructional support for K-5 teachers. While John Barry has several components for transformation, teachers need a greater understanding of teaching and learning before the school can move to the next level. This job-embedded professional development will promote effective instruction and significantly improve student achievement in literacy as measured by assessments.

Mathematics Coach

A full-time Math Coach for K-5 teachers will be hired for John Barry to model lessons and support "push-in" interventions and enrichment. The Math Coach will work the longer student day for an additional stipend and participate in the Summer Institute. Currently John Barry School has to share the services of three math coaches working across eight schools. It is anticipated that John Barry



students will show significant growth in math achievement as measured by state assessments.

#### Equity, Climate and Culture Specialist

Ms. Jeanine Fitzgerald will be contracted to provide professional development and support to teachers dealing with children with challenging behaviors. She will disaggregate achievement, social, emotional and parent participation data to ensure that outcomes and expectations are equitable and fair. Dr. Fitzgerald, a certified human behavior specialist, is the founder of The Fitzgerald Institute of Lifelong Learning and author of *The Dance of Interaction*. She has been contracted for seventeen days over the school year, initially spending more days in the beginning of the school year and less as the year progresses. Ms. Fitzgerald will participate in the Summer Institute. As teachers start to understand how better to meet the needs of children with challenging behavior, it is anticipated that time-on-task will increase and subsequent student achievement will improve. Ms. Fitzgerald is slated to be our main speaker at our Convocation for the 2014-2015 school year.

#### Climate Support Educators

Two Climate Support Educators will be hired with one assigned to each grade level combination: K-2; and 3-5. Supporting the work of Ms. Fitzgerald, these staff members will work directly with children with challenging behaviors. By providing direct support to these children, their appropriate behavior will result in more time-on-task which will lead to improved student achievement through support, rather than discipline infractions. The principal, in turn, will have to handle fewer interruptions during the day and have more time to spend observing classroom practices and leading instructional practices. With the increasing demands of our teacher evaluation plan, it is essential for Ms. Torres-Brown to be in classrooms working with teachers, rather than spending her day "putting out fires" caused by how challenging behaviors in school are being addressed.

Performance Indicator data show that Barry leads all elementary schools with the highest percent (21%) of children with chronic absenteeism. A Family School Liaison's time will be expanded to a .5 position at John Barry to work directly with families of children with chronic absenteeism. The Family School Liaison will be making home visits and engaging parents in ongoing discussions about identifying and resolving the obstacles preventing the child's regular attendance at school. Two of our Family School Liaisons worked with Children's First Initiative, under a Promise Neighborhood grant, and have extensive experience making home visitations. One of these Family School Liaisons will be assigned to the .5 position at John Barry School.

#### Summer Institute/Teacher Stipends

A three day Summer Institute is planned for John Barry School prior to the start of the school year. Teachers at John Barry will be asked to attend the Summer Institute prior to the beginning of school. The Talent Development Specialist, Literacy Coach, Math Coach, Equity, Climate and Culture Specialist, Expanded Learning Facilitator and CCSC consultant will be providing professional development in behavior management, curriculum and standards, instruction, leadership and cultural competence. Teachers will receive stipends for this summer work.

#### Contracted Services from CT. Center for School Change/External Partner

A contracted consultant from CCSC will provide leadership training to the "Leadership Team" focusing on areas relating to academics, teaching and learning, human capital, operations, strategic planning and school culture (LEAD, CT. Competencies). The consultant will be working with Barry's "Leadership Team" in the Summer Institute. The consultant will spend one day in the school every other week during the school year, again providing more consulting time initially and less time as the Leadership Team becomes more competent. Due to the district's relationship with the CCSC, we know the Center



will link our work at Barry to the district's vision.

- The district is using multiple funding sources to fund Barry's expanded learning day – Alliance District funds, and grants from the AFT, 21<sup>st</sup> CCLC, Ford Foundation, Title I as well as BOE funds. The district will continue merging together multiple funding streams to sustain the program. The School Plan is based upon building sustainability within the school by providing job-embedded professional development. Over a three year period of time, teachers will develop effective teaching and learning practices as well as increase their knowledge and expertise working with children of all different abilities and with all different needs. Each of these efforts are turnaround strategies that will be driven by the district and supported through multiple funding sources cited previously. These strategies will be embedded in the work of John Barry School and vital to the success of the school for years to come.
- John Barry Elementary School will continue to receive all the state and local funds it would have received without the SIG grant and SIG grant funds will not be used to support other existing resources. Funding resources are identified in our Three Year Budget Proposal.
- The Three Year SIG Budget Proposal has been completed and appears in Appendix B.



## Part II: School Plan

**Directions:** Part II of the SIG application provides a template for the school reform plan. Complete Part II for each district school for which the LEA is submitting a SIG application. Provide a comprehensive, bold, and transformative plan to dramatically improve student achievement. Identify school needs and opportunities, and use this analysis to inform the selection of a reform model: turnaround, restart, closure, or transformation. Articulate strategies to advance school performance in the areas of talent, academics, culture and climate, and operations, while meeting all of the requirements under the selected reform model (please complete the appropriate checklist in Appendix D). Part II responses should not exceed 20 pages.

**Section 1: Needs Analysis.** The school must provide a thorough needs analysis informed by the school audit.

- Summarize the school's greatest strengths as identified through the audit process.
  - Summarize and provide a root cause analysis for the school's most significant growth areas as identified in the audit. Provide specific data points to support the analysis.
  - Submit Appendix G: School Turnaround Rubric/Audit Tool evaluating school systems and performance.
- 
- John Barry Elementary School's greatest strength identified through the audit process is Adequate Instructional Time (4.1). The school is in its first year of implementing an expanded learning time schedule through its participation in a TIME Collaborative Grant and AFT Innovation Grant. This indicator was rated "Exemplary" as the student day is now an 8 hour day (100 extra minutes added per day), with 120 minutes of ELA time daily and 60 minutes per week for the Instructional Data Team meetings. Leadership Effectiveness (1.5) is considered a strength (proficient) as John Barry's principal has demonstrated strong and effective leadership in leading her staff in the planning and implementation of an expanded learning time school and in the K-3 Literacy Initiative partnership with UCONN NEAG School of Education. These two initiatives are primary strategies articulated in the Focus School Plan section of the Alliance District application for the Meriden Public Schools. Assessment Systems and Data Culture (2.6) is a strength and speaks to the school implementation of a district system of benchmark assessments as prescribed by the district assessment calendar. These assessments are both formative and diagnostic, providing information on student strengths and weaknesses for teachers to provide personalized instruction. The Schoolwide Data Team and Instructional Data Teams use the data to chart student's academic growth and to plan appropriate SRBI interventions. The School Environment (3.1) is a strength in terms of facilities. John Barry Elementary School's facility is clean and well-maintained. A major renovation was completed in the late 1990's. More recently within the last year, the Media Center was renovated and a new 67 seat state-of-the-art Technology Center was installed to support blended learning/computer-based instruction. Community Partners and Wraparound Strategy (3.6) is an additional strength. John Barry has a sustained community partnership with the Meriden Boys and Girls Club and Meriden YMCA to provide services during the expanded learning time day. Wraparound services at Barry include behavior, health counseling and dental services provided by Community Health Center's school-based health clinic; a Family Resource Center; the Meriden Police Department that provides safety lessons and the DARE program; the Meriden and Wallingford Substance Abuse Council's B.A.B.E.S. program; and Midstate Hospital which provides information about medical professions and healthy living. Barry also has a partnership with UCONN who places student interns at Barry to provide marriage and family counseling to families for two days a week. Two other strengths are Routines and Transitions (4.4) and Financial Management (4.5). The school utilizes PBIS as a way to instruct students on



behavioral expectations and reinforce model behavior. Under Financial Management, the district has allocated funds and resources from BOE, Alliance District, Title I, 21<sup>st</sup> CCLC, AFT Innovation Grant, TIME Collaborative and K-3 Literacy Initiative to improve student achievement at John Barry. These resources are used to implement new CCSS aligned strategies, refine existing strategies and to upgrade facilities.

- In -depth and honest conversations focused on identifying a root cause analysis for John Barry's most significant growth areas. John Barry serves our neediest children with 87% on free and reduced lunch. Our root cause analysis indicates that Barry children are entering school unprepared for the academic challenges that they face and that Barry teachers, in general, are not providing the effective instruction necessary to meet student needs. This is evident in the Talent section which indicates that many teachers lack high level quality instruction and that the type of professional development provided is not sufficient to facilitate professional growth in the areas of teaching and learning. While the district has been collecting student growth data for individual teachers as evidenced by our Teacher Dashboards, the use of these data to evaluate individual teachers is at the "beginning" stages. Efforts have been made to match teacher strengths with student needs but this is not systematically implemented. Weakness in the Academics indicators further indicate that student engagement is limited and differentiation of instruction is not a wide spread practice. Full implementation of our more rigorous curriculum will occur in 2014-2015. Data collected through Learning Walks show that some higher order thinking is in process but is not sufficient. The student growth data presented below support the analysis that students are underperforming at Barry across all grade levels.

One out of every four children in grades 1-3 were required to attend summer school based on DRA levels; this was the highest percentage in the district. Additionally, less than one-third of Barry's third and fourth grade students perform at/or above goal in reading on the CMT over the past two years. Fifth grade students performance is slightly better with 44% in 2011-2012 and 39% in 2012-2013 at/or above goal in reading. Similar low performance is also evidenced in mathematics on the CMT. Approximately one-third of Barry's third grade students and less than one-fourth of fourth grade students perform at/or above goal in math over the last two years. Fifth grade performance in mathematics mirrors their performance in reading with 42% in 2011-2012 and 31% in 2012-2013 scoring at/or above goal in mathematics.

Matched score growth using CMT Vertical scale scores for 2011-2012 and 2012-2013 school years show that Barry's fourth grade students entered with the lowest average scale scores and demonstrated the lowest growth in Math in 2011 and 2012 and the lowest growth in Reading in 2013. Barry's matched score growth in Reading in 2012 was the fourth lowest in the district. Barry's Grade 5 students entered with the lowest average scale scores and demonstrated the second, third and fourth lowest growth in the district in both Math and Reading in 2011 and 2012 except in 2013 Reading where Barry demonstrated the third highest growth. An examination of DRA scores across K-3 indicates below average growth scores for many of our lowest scoring students.

A PBIS school wide behavior management is being developed but uneven implementation creates confusion over behavior expectations although, on a positive note, suspensions and expulsions are dropping. The chronic absenteeism (21%) is an issue that must be addressed. While strategies to increase school attendance have had some impact, attendance is a problem area and speaks to the need for stronger connections with families to mutually address this issue.

Most concerning is Barry's teacher data reported on the Teacher Climate Survey. The district has



developed a staff climate survey which is administered each year. This survey has demonstrated construct validity with the following six factors: Well-Behaved Students, Supportive Administration, Major Student Problems, Teachers Care & Work Hard, Fair Discipline Policy, and Parental Support. In spring 2012, Barry demonstrated the lowest average factor scores on all factors across all elementary schools. In addition, the Connecticut State Department of Education requires each school district to determine a dichotomous variable called "positive school climate". In the spring of 2012, only 8% of Barry staff reported their school had a positive school climate; in spring 2013 this percentage improved to 33%. However, even with this improvement, Barry still demonstrated the lowest average factor scores except for Parental Support. The large increase from 8% to 33% attests to the positive leadership of Ms. Torres-Brown and the impact of the Superintendent's transfer of teachers on the school's climate change. Future transfers will continue to improve school climate. In Operations, the school is to be commended for increasing instructional time. Since this is the first year of implementation, changes are continually being made to provide high quality expanded learning time.

In summary, the root cause of the underperformance of Barry students is attributed to ineffective instruction, lack of differentiation in curriculum, poor climate, low expectations, insufficient job-embedded professional development and inconsistent evaluations. Barry's School Plan will address these issues in detail.

- Appendix G: School Turnaround Rubric/Audit Tool is completed

**Section 2: Reform Model and Rationale.** The school must pursue a reform model – turnaround, restart, closure, or transformation – that best aligns to the needs of the school community.

- Select a reform model and provide a strong rationale, referencing the needs of the school.
- Explain why the other three models are not feasible or likely generate the desired level of impact.

☐ Turnaround

☐ Restart

☐ Closure

☒ Transformation

- The district selected the Transformation Model as the model that best aligns with the needs of John Barry Elementary School. Students at Barry, like students in many urban schools, have identified needs in both cognitive and affective domains. A review of the performance and attendance data at John Barry School indicates significant underperformance in key student indicators. In grades 3-5, only about one-third of students reached the goal in reading and math as measured on the Connecticut Mastery Tests (CMT) over a two year period. Equally concerning is Barry's very high chronic absentee rate (16% to 21%). Approximately 87% of Barry students are eligible for free and reduced lunch which we cannot control; however, we can influence some of the social-emotional factors which correlate with poverty in the affective domain. A leading indicator of both chronic absenteeism and academic achievement are social-emotional factors related to school achievement. On the School Climate Survey, perceived student climate has been associated with various affective domain constructs such as safety, caring teachers and friends, home support and respecting other students. Efforts to reverse these negative trends must be bold and transformative. Fragmented strategies aimed at a singular data source will not be significant enough to change the learning environment for sustained improvement. Transformation strategies will encompass all areas of leadership, teaching and learning, professional development, curriculum, climate, and parental partnerships at John Barry School. Matched only by the sense of urgency behind them, these high leverage strategies will reshape the experience of the learners and educators at John Barry School and



ensure a deliberate, drastic, and sustained improvement aimed at academic and life opportunities for these children.

Leadership shifts will include Ms. Torres-Brown participating in the 2014 Spring Fellowship program as well as the LEAD CT. Program for Instructional Leadership. Ms. Torres-Brown will be supervised, monitored and evaluated by Dr. Cardona, a member of Central Office Team and a former National Distinguished Principal. Dr. Cardona is an experienced evaluator with a background in evaluation, ELLs, and experience developing policy and practice in closing achievement gaps. A consultant from the CT. Center for School Change will provide ongoing leadership training and development to Barry's newly established "leadership team" consisting of the Principal, a newly hired Assistant Principal, Expanded Learning Facilitator, two Climate Support Educators, Talent Development Specialist, and a Family/School Liaison. Mr. Daniel Crispino, Expanded Learning Facilitator for grades K-2, Dr. Nancy Boyles, contracted Literacy Coach for Grades 3-5, a full-time Math Coach for Grades K-5 and Talent Development Specialist to work with teachers new to the school, will further support efforts to raise student achievement in literacy and mathematics through job-embedded professional development for teachers.

Several initiatives have already taken place to respond to the identified poor school climate. With ten staff changes in 2012-2013, eleven changes in 2013-2014 and additional changes planned for 2014-2015, the turnover in staff will lead to a re-energized faculty of enthusiastic and positive teachers eager to participate in the transformation of Barry to a model exemplar school. To further address school climate and culture, Jeanine K. Fitzgerald, Equity, Climate and Culture Specialist with more than 35 years of professional experience will be contracted to provide job-embedded professional development and support to teachers working with children with challenging behaviors. Ms. Fitzgerald will help to bridge the cultural gaps and increase sensitivity and celebration of our student body. As mentioned earlier, she will disaggregate achievement, social-emotional and parental participation data to ensure our outcomes and expectations are equitable and fair. Ms. Fitzgerald will be collaborating with two full time Climate Support Educators (K-2, 3-5) who will be working directly with children who have challenging behaviors. To provide a more comprehensive approach to school climate, one of our Family School Liaisons will be assigned half-time to John Barry to work with parents to provide wraparound services to support students. She will reach out to identified children and their families to provide parents the appropriate supports that they need to help their children succeed in school.

- The three other models are not feasible. John Barry School is already "developing" in most areas of the audit and "proficient" in several. Since staff changes over the last two years have already replaced more than 50% of the staff with more transfers slated for next year, we did not choose the Turnaround Model which requires screening all staff and rehiring 50% of the staff in 2014-2015 school year. The district also does not consider it necessary to replace the governance of the school. The Closure and Restart models were not considered viable options since John Barry has many components of a transformation school, and, with SIG funding, will reach its full potential as an exemplar school.

**Section 3: Overarching SMART Goals.** Successful and sustainable turnaround requires a focused approach on the school's most pressing needs and challenges. Please reflect upon school data and the audit to identify a manageable set of priorities to guide the school's turnaround efforts. Develop three SMART goals for the turnaround process that are **Specific, Measurable, Attainable, Results-oriented and Time-bound**. Ensure alignment to Appendix A performance targets.



Goal #1: The percentage of K-5 students at John Barry Elementary School that are considered chronically absent will decrease from 21% in 2013-2014 to 15% in 2014-15 to 10% in 2015-16 to 5% in 2016-2017 as measured by end-of-the-year student attendance rates.

- X Specific
- X Measurable
- X Attainable
- X Results-oriented
- X Time-bound

Goal #2: The percentage of students in Grades 3-5 who are at/above goal in reading will increase in grade 3 from 26% in 2013-2014 to 34% in 2014-2015 to 42% in 2015-2016 to 50% in 2016-2017; in grade 4 from 21% in 2013-2014 to 30% in 2014-2015 to 39% in 2015-2016 to 50% in 2016-2017; in grade 5 from 36% in 2013-2014 to 44% in 2014-2015 to 52% in 2015-2016 to 60% in 2016-2017 as measured by Meriden's benchmark assessment (MDA) until replaced by SBAC.

- X Specific
- X Measurable
- X Attainable
- X Results-oriented
- X Time-bound

Goal #3: The percentage of students in Grades 3-5 who are at/above goal in math will increase in grade 3 from 34% in 2013-2014 to 39% in 2014-2015 to 44% in 2015-2016 to 50% in 2016-2017; in grade 4 from 25% in 2013-2014 to 33% in 2014-2015 to 40% in 2015-2016 to 50% in 2016-2017; in grade 5 from 49% in 2013-2014 to 54% in 2014-2015 to 59% in 2015-2016 to 65% in 2016-2017 as measured by Meriden's benchmark assessment (MDA) until replaced by SBAC.

- X Specific
- X Measurable
- X Attainable
- X Results-oriented
- X Time-bound

**Section 4: Talent.** The school must employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

- Explain how the district and school will cultivate a professional learning environment to attract, support, develop, and retain high-quality teachers.
  - Explain how administrators will have the ability to staff the school based exclusively on student and programmatic needs.
  - Describe how teachers will be evaluated on an annual basis to inform professional development offerings and staffing decisions.
  - Describe the process to secure an exceptional school principal with a track record of success, preferably in school turnaround and/or an urban school environment.
  - Explain how administrators will be evaluated on an annual basis to inform leadership staffing decisions. Describe ongoing supports and coaching opportunities for school leadership.
- 
- The district and John Barry cultivate a professional learning environment to recruit and retain teachers. During each spring, Mr. Giard, Assistant Superintendent for Personnel and Staff Development, with a cadre of random teachers and administrators, including minority teachers and administrators, participates in a number of teacher recruitment activities to attract teachers to Meriden, including Education Career Fairs that are sponsored by the University of Connecticut, Central Connecticut State University, Southern Connecticut State University, University of St. Joseph, Quinnipiac University, Albertus Magnus, and the University of New Haven. The group also attends ACES Minority Teacher Recruitment Career Fair. After these fairs, promising candidate's names are forwarded to hiring administrators to determine whether there is a match with their school's vacancies. The district has reached out to the local NAACP to keep us informed of minority candidates who may be applying for teaching positions in Meriden Schools. Last year we began to advertise in several national minority teacher recruitment publications including *The National Minority Update*, *Teachers of Color Magazine*, and *Diversity Employers Magazine*. This effort to recruit minority staff on a national basis has resulted in several inquiries about positions available in Meriden. Through our





affiliation with the ACES MTR Advisory Board, Meriden teachers were again offered to participate in a peer networking group called Peer Networking Workshops for Teachers of Color, facilitated by Dr. Edward Joyner, Associate Professor of Education at Sacred Heart University. Several Meriden teachers of color have attended these workshops. The district also posts on the internet, district twitter account and reviews our pool of interns and substitutes for successful candidates.

Our district supports, develops and retains high quality teachers through a number of initiatives. Under the leadership of Thomas Giard, III, Assistant Superintendent for Personnel and Staff Development, our *Talent Development System* is comprised of *New Teacher Induction*, *Executive Coaching*, *Peer Coaching*, *Leadership Academy*, *Staff Professional Development* and *In-District College Partnerships*. *New Teacher Induction* is an intensive induction program for all new teachers that include professional development, mentoring and literature reviews. *Executive Coaching* is designed for all new principals who are each assigned an executive coach from the Connecticut Center for School Change (CCSC) to assist them in their transition as building instructional leaders. Inservice is also provided for Instructional Associates. *Peer Coaching* is a voluntary program where teachers and administrators participate in a true peer-to-peer coaching model developed in collaboration with the *National School Reform Faculty*. The District's *Leadership Academy* is tailored for aspiring administrators and teacher leaders who engage in targeted professional development on leadership provided by the Connecticut Association of Schools (CAS) in conjunction with our district's leadership team. This one-year program culminates with an individual leadership project created and implemented by participants. *Staff Professional Development* is a series of regularly scheduled job-embedded professional development. *In-District College Partnerships* is a partnership in which Meriden teachers partner with college professors to ensure that students are college and career ready. The district is home to the University of New Haven's Education Program and a cohort from Southern CT. State University's Educational Leadership Program.

Recently created is our *Meriden Teachers Sharing Success* (MTSS) program whose twofold purpose is to recognize exemplary educators and provide support and growth opportunities for teachers. Tenured teachers excelling in multiple measures, including student growth and evaluation performance, open their classrooms for colleague visitations and are available for discussions to support visiting teachers' professional growth.

With the support of LEAD, CT, Meriden has the exciting opportunity to partner with the District Management Council (DMC) in a Human Capital Opportunities Review of our Talent Development System. A kick-off meeting was recently held with all administrators to discuss the goals of the review and the logistics of the process. We look forward to this audit and the recommendations for the continuous improvement of our practices for attracting, recruiting, and retaining talented teachers and administrators.

- Administration has the authority to staff John Barry School based on student and programmatic needs. The Meriden Federation of Teachers' contract states: "The assignment and transfer of teachers is the responsibility of the Superintendent, who will make reasonable effort to satisfy the reasonable requests and desires of teachers concerned." The Superintendent, per the contract, makes assignments and can transfer people as he sees fit in the best interests of the district. Dr. Benigni has used this discretion to transfer numerous Barry teachers out of Barry and will continue to make moves based on Barry's student and programmatic needs. He works closely with Ms. Torres-Brown and will move any Barry teacher requests for transfers prior to filling any teacher requested transfers from other schools. During the past two years, twenty-one teachers have been replaced at Barry with more changes planned for 2014-2015 school year. John Barry School's Principal and



teachers serve on the School Hiring Committee which will be given the first opportunity to screen and interview new applicants to continue to attract enthusiastic and positive staff members.

- Teachers are evaluated on an annual basis to inform professional development and staffing decisions. Teachers will be supported and evaluated through the new Meriden Educator Evaluation and Development Plan, a hybrid version of Connecticut's SEED plan. The plan will include a new teacher support program called *Meriden Teachers Sharing Success*, a program that encourages and supports teacher to teacher professional learning. This program will support the existing Peer Coaching and Leadership Academy programs that also support teacher growth. The evaluation program will include multiple measures to assess educator effectiveness. These multiple measures include student growth, progress toward professional goals, and success toward meeting parent goals. The school goals, as identified in the Alliance District Grant and School Improvement Goals, will be directly linked to the goals of each of the educators at John Barry School. This school-wide alignment of goals under the evaluation and development plan will support the SIG strategies aimed at increasing achievement and turning around the historic underperformance at John Barry. Teachers at John Barry who are not evidencing strong student growth as evidenced by their evaluation will not be retained. The district uses a Teacher Dashboard which reports individual teacher's classroom growth on the DRA and CMT. The Teacher Dashboard is not used currently for evaluation but for teacher reflection. Ms. Torres-Brown will use the Dashboard to begin conversations about an individual teacher's student growth as compared to other teachers within the school and across the district to bring about improvement in instruction.
- Two years ago, when the former principal of John Barry was transferred to another school, a highly competitive hiring process was put in place relative to the hiring of a new principal. A total of 63 applicants applied for the position. Screening by the Central Office team identified eighteen educators to be interviewed which included five sitting principals, six assistant principals, three instructional coaches and four instructional associates. The Hiring Committee consisted of the Board of Education President, Superintendent of Schools, Associate Superintendent for Instruction, two Assistant Superintendents, Director of Curriculum, LA Supervisor, Director of OPP, Meriden Association of Administrators, President, MFT President, two teachers and two parents. The committee interviewed the eighteen prospective applicants and called back five, which include Ms. Torres-Brown, for a second interview. Ms. Torres-Brown had an outstanding second interview and this, coupled with her background as an Instructional Associate at another school in which she significantly helped raise student growth, the committee unanimously agreed to recommend her to the Board of Education for Principal of John Barry School. The Board of Education unanimously appointed Ms. Torres-Brown to take principalship of John Barry Elementary School.
- The evaluation of the building principal will be based on SEED. A portion of Ms. Torres-Brown's overall rating will include an average of her teachers' ratings. Her success, therefore, will be tied to that of the teachers she supports and evaluates. Dr. Cardona will support and evaluate Ms. Torres-Brown's work through weekly meetings, Leadership Team meetings, impromptu visits, goal-setting and progress monitoring visits. In addition, she will receive support from her participation in LEAD, CT. as well as support for the Leadership Team from the CT. Center for School Change.

**Section 5: Academics.** The school must design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.

- Describe the school's academic program and instructional philosophy, including the process to align the curricula and academic program to the Common Core State Standards and transition to next-



generation assessments.

- Describe the school's early literacy strategy, including targeted interventions.
- Describe how staff will use data to inform lesson plans, differentiate instruction, and provide remedial support to meet the academic and development needs of all students.
- Describe ongoing professional development opportunities to build staff capacity around the collection, analysis, and use of data to drive and differentiate instruction.

- The district continues the transition to align the curricula and academic program to the Common Core State Standards across all K-12 content areas. Our Central Office team facilitates this transition by providing release time, and/or teacher stipends for work after school hours, for supervisors and teacher groups to develop rigorous curriculum in preparation for next generation Smarter Balanced Assessment Consortium (SBAC) assessments. Under the Director of Curriculum, the Supervisors of Language Arts and Mathematics, in collaboration with department chairs and lead teachers, develop curricula which include instructional strategies and differentiated instruction. All curricula appear on SharePoint which allows for ongoing revisions and updates.

Meriden is represented on ACES Regional Consortium for Common Core State Standards, and sends administrators and teachers to out-of-district CCSS workshops. Of note is that three MFT teachers have been trained to serve as national AFT trainers in the implementation of CCSS. Meriden has a Memorandum of Cooperation (MOC) with the CSDE to provide coaches for participation in CCSS trainings who will then turnkey these trainings to our staff. A consortium of Meriden, Cheshire, Southington and Wallingford supervisors and teachers are presently working on elementary and middle school standards-based report cards. We recently were informed that Meriden has four teachers (three Math Coaches and a Science Facilitator) selected to be on the CSDE Dream Team. The Science Facilitator teaches science during the enrichment cycle at John Barry School.

Under the leadership of our K-5 Language Arts Supervisor and in collaboration with Lesley University consultants and Dr. Nancy Boyles, the district has developed a new curriculum for English Language Arts (ELA) aligned to the Common Core State Standards which is being implemented in John Barry School. John Barry implemented the ELA curriculum in Grades K-1 in 2012-2013, followed by Grade 2 in 2013-2014, with Grades 3-5 to be implemented in the 2014-2015 school year. The curriculum was designed with the Supervisor of Language Arts working with a team of reading teachers who used information from consultants, [engagenewyork.org](http://engagenewyork.org), smarter balanced, scope and sequences from our previous anthology and the CSDE website to guide its development. John Barry reading teachers were involved in the curriculum writing. Each curriculum contains components relative to the grade level being addressed. As an overview, a John Barry classroom teacher can find documents in the areas of an instructional focus calendar, expectations for each of the domains in the reading portion of the CCSS, suggested vocabulary use, model lessons, center ideas, spelling words within the reading foundations and alignment calendars for both social studies and science.

John Barry has rigorous expectations for reading, writing, speaking, listening and language, and standards are all integrated throughout a series of carefully crafted lessons. Social Studies and Science curricula provide the avenues for the use of selected topics to incorporate informational texts. While priority standards for each month are identified, multiple standards are constantly practiced as students respond to text dependent questions and support their written and oral responses with text evidence. Students at all grade levels are exposed to a variety of topics and genres with a focus on increasing student fluency and comprehension.



A number of resources were purchased for John Barry School to support the new curriculum. These included new tradebooks with complex text for close reading, informational texts aligned to science and social studies for small group instruction and professional texts to help teachers with their instructional practices. Additionally, myON® and Imagine Learning software programs have been purchased to further support differentiated instruction schoolwide.

Assessments are an essential part of the curriculum and embedded with the curriculum. Each month there is a mastery of content assessment as well as an assessment of the monthly focus standard. Additionally, three times a year, there is a performance task assessment encompassing a full write with the designated genre of writing.

With the implementation of new curricula at Grades K-2, it was anticipated that teachers across the district would have revisions based on their daily classroom practices. Each month a roundtable of grade level classroom teacher representatives from all eight elementary schools meets with the LA Supervisor and reading teachers to discuss the pros and cons of that month's implementation and the curriculum is adjusted accordingly based on feedback and best teaching practices. These roundtables will continue next year for Grades 3-5. John Barry teachers are represented on these roundtables.

Professional development in the new curricula for kindergarten involved a full day workshop plus two half day workshops. Additional professional development was provided from Dr. Dave Monti, Dr. David Cormier, Lesley University and Dr. Nancy Boyles in differentiated instruction and instructional strategies. The reading team also attended state modules on CCSS and SBAC. Lastly, a reading teacher was placed on special assignment as a coach to assist kindergarten teachers with implementation of new curriculum. Professional development for Grades 1-2 followed the same format. Teachers also received specific inservice on how to differentiate their instruction and provide additional background support to better prepare Bilingual, ELLs and Special Education students to read and understand Tier I complex text.

Professional development for Grades 3-5 Barry teachers will follow the same approach as Grades K-2 with a release day in May and additional inservice on the August and November professional development days. Monthly roundtables will continue for Grades 3-5 as curriculum is implemented. Smartboards were installed in all kindergarten-Grade 3 classrooms with Grades 4 and 5 to receive Smartboard this September. All teachers (including Special Education and Bilingual) already have or are scheduled to receive professional development on Smartboard differentiated lessons.

At John Barry, the new curriculum is being implemented with the support of the principal, LA Supervisor, and their three reading teachers who will be assigned to K-1, 2-3, and 4-5. Again these same three reading teachers were part of the team that developed the curriculum and will be helpful to teachers in its implementation. Further, Mr. Daniel Crispino, Expanded Learning Facilitator, will be coaching and modeling effective instructional practices in the K-2 classrooms on a regular basis. As part of the School Plan, Dr. Boyles will be contracted to model and coach Grades 3-5 teachers in their classroom on a weekly basis. A newly created position, Talent Development Specialist, will provide daily additional support to new teachers.

The K-5 Mathematics Curriculum is completely aligned to the Common Core State Standards as well as the Connecticut Crosswalk document. Under the leadership of our Math Supervisor, the new curriculum is teacher-developed with the use of *Everyday Mathematics* as a supplementary text. *Everyday Mathematics* for Grades K-5 was purchased especially to support the new curriculum and replaced an older edition of Addison-Wesley.



The math curriculum is currently a 3,000 page viable online curriculum housed on SharePoint for primary grades covering 27 units and 27 common unit assessments plus dipsticks. The curriculum includes over 500 teacher generated lessons for Grades K-2. Next year, for Grades K-5, there will be 51 units with over 1,000 lessons, 51 common assessments, and 6,000 pages of documents. The development of the math curricula has involved 35 classroom teachers including bilingual teachers and three math coaches. In addition, multiple opportunities have been solicited from all practitioners of curriculum in an effort to include as many people as possible in the creation and improvement of the curriculum. The district has also sought and received positive feedback from the State Department of Education Consultant for Mathematics on our curriculum. The Supervisor of Mathematics, teachers and coaches have attended a variety of workshops on the CCSS for both Content Standards as well as Standards of Mathematical Practice.

Previous professional development for Grades K-2 at Barry has occurred over the past two years. Professional development for Grades 3-5 is scheduled for a release day in May and on two contracted professional development days. The inservice will cover CCSS Content Standards, Standards of Mathematical Practice, curriculum document, and instructional practice strategies. The curriculum includes standards-based report cards, which have strong and direct alignment to our common assessments. These standards-based report cards have been developed in a consortium with Wallingford, Cheshire and Southington under a CAPSS initiative.

John Barry's expanded learning day also provides increased time for math instruction. In addition to their regular math instruction block, all children, three times a week, participate in the ST Math program during one of their enrichment programs in the computer lab. ST Math is a customized, concept-based software program where students solve problems through a game format. The program is based on individual student performance and can be monitored for individual students or the full class. ST Math also features a home component.

Barry's School Plan for next year includes the hiring of a full-time Math Coach to exclusively work at John Barry to provide coaching and modeling to K-5 teachers in the implementation of the curriculum and instructional practices. The Math Coach will also be involved in working with classroom teachers to develop appropriate interventions for students. Currently eight schools have to share three math coaches.

Interventions for struggling readers are based on student needs with 45 minute intervention blocks scheduled for four times a week. The school regroups for intervention time, which was renamed "Success Time". Interventionists, consisting of the classroom teachers at that grade level as well as a reading teacher and special education teacher, work with small groups of students ranging from struggling readers to accelerated readers on Tier 2, Tier 3 or enrichment levels. Interventions are completed in six week cycles with a mastery target of 80% on post-tests. Universal screeners initially identify student needs in literacy. Progress monitoring is done through teacher developed common formative assessments pre and post tests. Resources for instruction are chosen collaboratively by the classroom teacher, reading teacher and special education teacher.

- John Barry's early literacy strategy is to provide the foundational skills in reading in Grades K-2 for all children to become competent readers by Grade 3. High quality reading instruction in the early grades is essential in preventing later reading problems. Barry's new literacy curriculum in Grades K-2 includes a progression of skills based upon the CCSS. These skills include reading literature, reading for information, foundational skills, writing, speaking and listening and language. Additional educational



support is also provided to English Language Learners to acquire English literacy. Grades 3-5 continue to build upon earlier skills, strengthen CCSS scaffolding before, during and after reading, provide strategies for small group differentiated instruction, and strategies for fundamental skills of fluency and word study. The curriculum also develops writing skills, including narrative, information and opinion pieces.

Barry is extremely fortunate through their K-3 Literacy Initiative grant with UCONN School of Education to have four interventionists working with intervention groups in Grades 1-4. These four interventionists are well trained and provide much needed help to Barry's struggling readers. Our Expanded Learning Facilitator provides coaching and modeling in Grades K-2 classrooms to support reading instruction and often works directly with an intervention group of struggling readers to model good reading instruction. Reading teachers provide family literacy nights for parents to provide them with an understanding of the curricula and activities that they can use to support their children at home.

With Alliance funds, the district is purchasing Imagine Learning, an interactive language and literacy software program, to be implemented next year at John Barry. Imagine Learning supports all readers, including struggling readers, English Language Learners (Spanish program) and special education students. The program is self-paced and provides research-based literacy instruction, differentiated instruction with a placement test, adaptive curriculum, instructional feedback and continual assessment reports for teachers on student progress. The district is creating a teacher on special assignment position next year to coordinate Imagine Learning classroom progress reports and monitor classrooms to ensure that teachers are using these classroom reports to follow up with intervention resources as well as reteaching where necessary. An experienced reading teacher, who is highly organized and effective with teachers, will be filling this position and providing extra support to the principal and all K-5 classroom teachers at Barry as well as other pilot schools. The program will be scheduled for twenty minutes a day for K-1 and for thirty minutes a day for Grades 3-5 for five days a week for all students in the Technology Center with their classroom teacher.

- John Barry's data team process is structured to provide meaningful outcomes for students. In addition to the School Wide Data Teams, there are Instructional Grade Level Data Teams at each grade level. The Instructional Data Team meetings are held weekly for a 60 minute block of time. Teachers are able to meet for a full hour of collaboration due to their extended day. At the Instructional Data Team meetings, teachers at each grade level analyze student data (DRA, CMT, MDA, and curriculum embedded content tests) to determine strengths and weakness. Teachers then use the data to create small intervention groups of children with similar skill needs. The team develops pre/post common formative assessments and a six week plan of action. The Data Team reviews student work midway through the action plan and revises strategies as needed. The post-test is administered at the end of the intervention with an 80% target for mastery. In addition to establishing intervention group goals, grade level teachers meet to review individual classroom room data. In an atmosphere of collaborative sharing, if a particular teacher's class has experienced success on an assessment and another teacher's class has not, teachers discuss their strategies and lesson plans with each other.
- Our professional development opportunities to build staff capacity relative to the use of data to inform instruction had focused on previous CALI trainings and, more recently, the assistance of a contracted consultant who has been working with Barry's data teams to ensure more meaningful teacher collaboration and relevant student outcomes. Also, the District Data Team meets monthly and has liaisons assigned from the District Data Team to each school to observe the school's data



team meeting in action and to make suggestions for improvement. These liaisons report back at District Data Team meetings on the school's process. Barry posts the minutes of their Schoolwide Data Team on SharePoint. In addition, Dr. Larson, Office of Research and Evaluation, visited Barry's faculty meeting to explain to teachers how the Meriden Diagnostic Assessments (MDA) can be used to inform instruction. Last, but not least, Barry's Learning Walks provide collaborative opportunities for gathering data, improving instructional practices, and identifying specific building professional development needs. The principal and groups of teachers participating in these non-evaluation Learning Walks help monitor the fidelity of implementation of instructional strategies within the classroom. The CCSC assisted our school system in the development and refinement of Learning Walks, which are now implemented district wide.

**Section 6: Culture and Climate.** The school must foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

- Describe the school's behavior management system and strategies to shape a positive school culture.
  - Explain how the school will promote strong family and community connections to support academic achievement.
- 
- John Barry Elementary School is implementing the School-Wide Positive Behavioral Interventions and Support (PBIS) as its behavior management system. Under the leadership of Donna Mik, Director of OPP, the district has contracted with Anne Farrell, UCONN School of Education, to work with John Barry Elementary School as our focus school, and several other schools in the district. Dr. Farrell meets monthly with Ms. Torres-Brown and a core group of teachers and support staff to discuss the supports and strategies used with this three-tiered prevention system. Dr. Farrell has provided a Positive Behavior Support Curriculum and a checklist for implementation readiness. The PBIS Committee, currently working on an implementation plan with appropriate incentives, will be making a presentation to the staff later this year. In addition, our School Climate Survey (described in Part I), is administered to students twice a year and to teacher and parents at the end of the year. The survey provides insight into students' perceptions of the school climate and their social-emotional health and development. Teacher and Parent School Climate Surveys deal with perceptions of school climate and effectiveness. Again, a concern is the negativity of several Barry staff members as reported on the Teacher Climate Survey. Barry's School Plan will provide the services of a contracted Equity, Climate and Culture Specialist, who is a certified human behavior specialist and two Climate Support Educators to help promote a more positive school climate. Ms. Fitzpatrick will help bridge the cultural gaps and increase sensitivity and the celebration of our student body. She will also disaggregate achievement, social-emotional and parental participation data to ensure outcomes and expectations are equitable and fair. The services of a Family School Liaison will also be available to provide support to families. In addition, the recent and upcoming transfers, the transfer of a bilingual secretary to Barry, and the influx of new teachers will create a more positive school climate.
  - John Barry Elementary School promotes a strong family and community connection to support academic achievement. Two years ago, the Superintendent established a Family School Liaison Department with a Coordinator and five family school liaison staff (FSLs). The FSLs work cooperatively with students, adult family members, school staff, and community partners to provide students with proactive preventative services promoting academic achievement. The FSLs provide comprehensive services that engage parents as partners to support academic success and ensure effective targeted family interactions. They also help organize school events which have included a visit from Governor Malloy who presented a proclamation to the President of the Meriden Neighborhood Association and



met with John Barry students, families and staff; a 100 Day Celebration of the first 100 days of the expanded school day to which community partners such as Hunters Ambulance, Meriden Fire and Police Departments and local businesses attended; a Superintendent Story Time event in which Dr. Benigni read a book to the entire school and parents were invited to attend; a Family Fun Day at the YMCA outdoor center last June in which all students and families were invited to attend; an author visit with Jeff Rodkey, a well-know children's author; and a STEM Community Night which attracted over 300 families in attendance. Next year, Barry will have a .5 FSL dedicated solely to Barry, rather than sharing FSLs across the district.

John Barry Elementary School is transitioning to become a Full Service Community School. Components in place at the school include: extended day school with an additional one hundred minutes per day; the Meriden Boys and Girls Club and the Meriden YMCA providing staff support for the extended day program; the Community Health Center providing both social-emotional support services and dental services; the Meriden Police Department running an exceptional DARE program; all students receiving a free healthy breakfast; all students provided with a healthy snack through a federal grant program; all students participating in a daily exercise program; a Family Resource Center on-site supporting families; a partnership with UCONN providing staff to support K-3 literacy programming; Midstate Medical Center participating in a mentoring program; a School Governance Council providing advice and guidance to the school's administrative team; a first grade six-week B.A.B.E.S. program focusing on drug and alcohol abuse, conducted by the Meriden/Wallingford Substance Abuse Council; and Platt High School's ECE Human Development and Family Studies Program supporting various events.

John Barry will be applying to the National Foundation for Governors' Fitness Council for a grant to build a fitness center at the school. Space has been reallocated to accommodate approximately \$100,000 of fitness equipment consisting of strength training equipment, cardio fitness equipment and interactive exercise games.

As Ms. Elsie Torres-Brown states: "At John Barry Elementary School, we strive to provide an environment that promotes self-esteem, respect for self, respect for others, and respect for the school. Together with family and community partnerships, we are committed to fostering lifelong learning."

**Section 7: Operations.** The school must create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources

- Propose the length of the school day and year for students, and describe how the proposed schedule will maximize instructional time on task.
- Propose the length of the school day and year for staff, including additional time before and during the school year for professional development and/or common planning time.
- In 2013-2014 school year, John Barry Elementary School implemented an expanded school day. This expanded learning time was implemented through a creative staggered teaching schedule and strong community partnerships with the Meriden Boys and Girls Club as its lead partner. Barry's longer school day addresses three schoolwide priorities: 1.) improve students' reading comprehension across the content areas; 2.) provide enrichment through the use of technology and enrichment using community partnerships; and 3.) teach science and social studies using a hands-on approach. All students attend school from 7:50-4:00 with teachers working on two staggered teacher shifts: the





early shift is from 7:40-2:35 and the later shift is from 9:20-4:15. Integral to the success of our expanded school day is our strong partnership with the Meriden Federation of Teachers (MFT) union who supported a teacher staggered work day and community partners working at the school during the day. The expanded day provides a 2-1/2 hour language arts block, a one-hour math block, targeted interventions/accelerations four times a week, a Science Special, and a Healthy Living and Enrichment cycle. Healthy Living includes Universal Breakfast for all and Physical Fitness activities. As discussed earlier, partnerships with the Meriden Boys and Girls Club and the Meriden YMCA provide staff during the extended learning times when fewer teachers are at work. Enrichment activities such as technology, art, music, STEM activities and clubs are also essential components for inner-city students to develop both an appreciation of the arts and appropriate social connections in the world in which they live.

Students at John Barry now attend school for 100 minutes more per day, equaling over 40 additional school days per year. With 87% of families eligible for free or reduced meals, many families struggle to balance work-life challenges with demanding work schedules, often on second and third shifts, and a lack of experience and knowledge about how to best support their children's learning at home. Many Barry students have not had the exposure to rich and varied out-of-school learning opportunities, experiences that prepare children for academic success. This, in turn, contributes to the overall lower academic performance of Barry students compared to their Meriden and state peers. The expanded learning day helps level the playing field for these children providing them with more time for teaching and learning, as well as opportunities for enrichment.

- Barry's longer day provides extra time for professional development and common planning time. All grade level teachers have four 45-minute prep periods every five days allowing grade level teachers a "common planning time" in which to collaborate with each other on a regular basis. Instructional Grade Level Data Team meetings are held weekly for one hour facilitating a greater focus on data analysis. Increased time for collaboration and data teams, as well as the "common planning time" by grade level, provides teachers and community staff with increased opportunities to discuss and plan for individual children's academic and social-emotional needs, as well as to place children in appropriate interventions and monitor their progress carefully.

**Section 8: Stakeholder Engagement.** Please describe stakeholder engagement throughout the turnaround planning process. Provide evidence that school and district personnel, School Governance Council members, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

- Dr. Benigni, Superintendent of Schools, provided copies of the School Turnaround Rubric/Audit Tool to the Central Office Team at a weekly Monday morning meeting on March 17, 2014. After lengthy and in-depth discussions of John Barry Elementary School's greatest strengths and most significant growth areas, the Central Office Team, as a collaborative group, reached consensus on the rating of the Talent, Academics, Culture and Climate and Operations indicators for the school. Results of the audit tool reaffirmed the decision to apply for a School Improvement Grant (SIG) for our focus school, John Barry Elementary School. Ms. Elsie Torres-Brown, principal of John Barry School, and Ms. Erin Benham, MFT Union President, were excited about this opportunity to apply for SIG and planning began immediately based on the school's growth areas identified in the audit. Both the principal and union president were aware of previous and more teacher transfers to come out of Barry and the expectation that a new group of approximately ten to twelve enthusiastic and positive teachers would be joining the Barry staff next year. The recognition that the instruction was not effective and the climate, while improving, was still less than positive provided the impetus to contract with



experienced consultants and to create several new positions. Both Ms. Torres-Brown and Ms. Susan Perrone, LA Supervisor, had previously worked with Dr. Boyles and strongly recommended her for a Literacy Coach to work one day a week with Grades 3-5 for the next school year. The same was true for Ms. Fitzgerald who was also known to Ms. Torres-Brown and the Barry staff having conducted a workshop for staff a month prior. Again, Ms. Torres-Brown and Ms. Mik, Director of OPP, strongly recommended contracting Ms. Fitzgerald as an Equity, Climate and Culture Specialist to work during the year with teachers to better meet the needs of children with challenging behaviors. She also would be analyzing behavior data related to subgroups. Further discussions led to the creation of a full-time Talent Development Specialist position to work specifically with new teachers, a full-time Math Coach and two Climate Support Educators. It was decided to contract with CCSC to provide coaching to the Leadership Team since Ms. Torres-Brown was already receiving Executive Coaching from the CCSC. Ms. Torres-Brown is very enthusiastic about the opportunity to participate in the LEAD, CT. 2014 Spring Leadership Fellowship Program and will take a mini sabbatical in May and June. Expanded Learning Time Facilitator, Daniel Crispino, will be participating in the LEAD, CT and University of Connecticut 092 Residency Based Program. Both Ms. Torres-Brown and Mr. Crispino's participation in these high level training programs will strengthen their leadership and assure coherence at John Barry School and across our district.

During Executive Session of the Board of Education meeting held on March 18, 2014, Dr. Benigni discussed the SIG application and received encouragement by the Board to pursue funding for John Barry Elementary School. As liaison for Dr. Benigni, Dr. Cardona visited Barry on several occasions to discuss the application with Ms. Torres-Brown as well as his role as her evaluator for the next school year. John Barry also provided valuable information and materials used in the writing of the School Plan. Dr. Cardona met with Ms. Torres-Brown as recently as April 3, 2014 to discuss more fully the final draft of the application and solicit her feedback. Ms. Torres-Brown will discuss the SIG grant with the School Governance Council at their next bi-weekly meeting. At the district level, Dr. Benigni and all members of the Central Office Team collaborated on the preparation of this grant, providing their insight, expertise, suggestions and edits.

**Section 9: Implementation Timeline.** Using Appendix C, summarize key strategies presented in this reform plan in the areas of talent, academics, culture and climate, and operations. Identify when each strategy will occur by year and semester.



## School Closure Application

N/A

**Directions:** Complete this section only if the LEA is applying for school closure as the reform model for a school. LEAs submitting an application for school closure may skip Parts I and II of the application and need only submit the cover page (page 9) and answers to the questions outlined below. School Closure Applications should not exceed 5 pages.

**Section 1: Organizational Capacity.** The LEA must identify senior leadership responsible for overseeing and coordinating the school closure. Describe how the individual(s)/structure identified will provide an effective and seamless implementation of the closure model. Describe the process and timeline for the school closure.

**Section 2: Model Rationale.** The LEA must provide a strong rationale for the selection of the closure model. Explain why this model is feasible and the best course of action for the school community.

**Section 3: Community Engagement.** The LEA must provide strong evidence around current and future plans to communicate and collaborate with all members of the school community – families, school staff, community members, and students – throughout the closure process.

**Section 4: School Options.** The LEA must provide clear options to enroll students currently enrolled in the school proposed for closure in higher-achieving schools that are within reasonable geographic proximity.

**MEMORANDUM OF UNDERSTANDING**  
**TEACHER SCHEDULES**

Effective with the beginning of the 2013-2014 school year, the schedule for teachers will be as follows\*:

- 1(a). Elementary Schools (other than Pulaski and Barry)
  - i. Monday-Wednesday, Friday
    - 8:50-3:35
  - ii. Thursday
    - 8:50-4:05
    - a. Meeting – 3:05-4:05
- 1(b). Pulaski
  - i. Monday - Friday
    - Shift A 7:10-2:05, Shift B 8:55-3:50
    - a. Meeting – Thursday, 1:20-2:20 (A) or 3:05-4:05 (B and all-day assignments)
    - b. These times are inclusive of duty time otherwise required under Section 10.2.
- 1(c). Barry
  - i. Monday - Friday
    - Shift A 7:40-2:35, Shift B 9:20-4:15
    - a. Meeting – During the school day
    - b. These times are inclusive of duty time otherwise required under Section 10.2.
- 2. Middle Schools
  - i. Monday-Wednesday, Friday
    - 7:45-2:38
  - ii. Thursday
    - 7:45-2:59
    - a. Meeting – 1:59-2:59
- 3. High Schools
  - i. Monday-Wednesday, Friday
    - 7:20-2:21
  - ii. Thursday
    - 7:20-2:43
    - a. Meeting – 1:43-2:43

\*The Board reserves the right to move the above times by 15 minutes, in either direction (without changing length of days).

It is understood that the Thursday meetings will be the only meetings held outside the school day during the month, except in cases where the Superintendent or principal deems there are unforeseen circumstances or an emergency, where a meeting is necessary for the conducting of school business that otherwise cannot be avoided.

Additional meetings, other than the Thursday meetings and meetings that the Superintendent or principal deems appropriate due to unforeseen circumstances or an emergency, shall be considered optional.

This agreement shall be subject to review and negotiation at the request of either party at the end of the contract term.



## APPENDIX A: ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS

SIG school progress will be measured against the leading and lagging indicators identified in the below chart. Under the “Baseline and Historic Data” columns, please enter school data for each of the past three years. Please note that “Performance Targets” are subject to approval by the CSDE.

Performance Indicators	Baseline and Historic Data			Performance Targets		
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Student enrollment	510	479	509	510		510
Number of minutes in the school year	988	988	1175	1175	1175	1175
Average daily attendance rate	94.3	93.1	92.8	93.8	95.8	97.8
Chronic absenteeism rate	15.8	15.8	21.4 (Jan)	15%	10%	5%
Number of in-school suspensions	41	19	9 (Feb)	5	3	1
Number of out-of-school suspensions	28	13	13(Feb)	7	5	1
Number of expulsions	0	0	0	0	0	0
Dropout rate	N/A	N/A	N/A	0	0	0
School Performance Index (SPI)	54.6	52.3	N/A	58	60	62
Percent at/above goal in Reading CMT - Grade 3	24.2	29.2	N/A			
Percent at/above goal in Reading CMT - Grade 4	32.9	28.6	N/A			
Percent at/above goal in Reading CMT - Grade 5	44.3	39.0	N/A			
Percent at/above goal in Reading <del>CMT - Grade 6</del>		19	26	34	42	50
Percent at/above goal in Reading <del>CMT - Grade 7</del>		16	21	30	39	50
Percent at/above goal in Reading <del>CMT - Grade 8</del>		47	36	44	52	60
Percent at/above goal in Reading CAPT - Grade 10						
Percent at/above goal in Math CMT - Grade 3	35.5	30.9	N/A			
Percent at/above goal in Math CMT - Grade 4	20.3	23.7	N/A			
Percent at/above goal in Math CMT - Grade 5	41.8	31.2	N/A			
Percent at/above goal in Math <del>CMT - Grade 6</del>		16	34	39	44	50



Performance Indicators		Baseline and Historic Data				Performance Targets			
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17		
Percent at/above goal in Math CMT-Grade-7	MDA- Grade 4 (December)		24	25	33	40	50		
Percent at/above goal in Math CMT-Grade-8	MDA- Grade 5 (December)		37	49	54	59	65		
Percent at/above goal in Math CMT - Grade 7									
Percent at/above goal in Math CMT - Grade 8									
Percent at/above goal in Math CAPT - Grade 10									
Number of students completing advanced coursework (e.g., AP, IB), early-college high schools, or dual enrollment classes (HS only)									
Teacher attendance rate		94.10	96.16	95.33	96	97	98		
Percent of teachers rated "Exemplary" as a proportion of the total numbers of teachers employed at the school *									
Percent of teachers rated "Proficient" as a proportion of the total numbers of teachers employed at the school									
Percent of teachers rated "Developing" as a proportion of the total numbers of teachers employed at the school									
Percent of teachers rated "Below Standard" as a proportion of the total numbers of teachers employed at the school									

\*Next year, Meriden will have a rating system for all of the teachers. Because we did not implement the evaluation system last year, no teachers are labels on the new rating system. By June 30 of this year, all teachers and administrators in the 4 pilot schools will be rated; after next year, all teachers will be rated.



**SIG 1003(g) BUDGET WORKBOOK**  
**Budget Request Summary**

School: John Barry Elementary School

District: Meriden Public Schools

Part I: SIG 1003(g) 3-Year Budget Proposal						
ED 114 Cost Categories		Pre-Implementation SIG 1003(g) Request	Year 1 SIG 1003(g) Request	Year 2 SIG 1003(g) Request	Year 3 SIG 1003(g) Request	Total 1003(g) Request
100	Personnel Services - Salaries	\$ -	\$ 242,700.00	\$ 242,700.00	\$ 242,700.00	\$ 728,100.00
200	Personnel Services - Employee Benefits	\$ -	\$ 38,000.00	\$ 38,000.00	\$ 38,000.00	\$ 114,000.00
300	Purchased Professional and Technical Services	\$ -	\$ 169,300.00	\$ 169,300.00	\$ 169,300.00	\$ 507,900.00
400	Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -
500	Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -
600	Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
700	Property	\$ -	\$ -	\$ -	\$ -	\$ -
800	Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -
Total SIG 1003(g) Proposal:		\$ -	\$ 450,000.00	\$ 450,000.00	\$ 450,000.00	\$ 1,350,000.00

Part II: Low-Performing Schools Bond Request	
Total Bond Request:	\$ -



## SIG 1003(g) Pre-Implementation Budget Proposal

NOT APPLICABLE

School: John Barry Elementary School

District: Meriden Public Schools

100: Personnel Services - Salaries				
Position	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

200: Personnel Services - Benefits				
Position	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

300: Purchased Professional and Technical Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

400: Purchased Property Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	



500: Other Purchased Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

600: Supplies				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

700: Property				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

800: Other Objects				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

School:

John Barry Elementary School

District:

Menden Public Schools

100: Personnel Services - Salaries				
Position	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Talent Development Specialist	1 X 80,550 (Teacher's Salary )+ 7,500 (Extended Day)	\$ 88,050.00		18
Full-Time Math Coach	1 X 80,550 (Teacher's Salary )+ 7,500 (Extended Day)	\$ 88,050.00		18
Climate Support Educators	2 (Climate Support Educators) X 24,800	\$ 49,600.00		19
Teacher Stipends for 3 day summer workshop	34 Teachers for Summer Training	\$ 17,000.00		19
Tutors for Extended Day	4 Tutors X 5 hrs X \$15 X 180 days = \$54,000		District Funding	
Teacher Stipends for Extended Day	11 Stipends X \$7500 = \$82,500		21st Century Grant	
.5 Family-School Liaison	\$18,000		District Funding	
Expanded Learning Time Facilitator	\$30,000		Alliance District Funds	
.5 Reading Teacher	\$45,000		Alliance District Funds	
.3 Specials Teacher	\$26,400		District Funding	
2 Full-Day Kindergarten Teachers	2 X 65,000 (Teacher's Salary) \$130,000		Title I Funding	
	Subtotal:	\$ 242,700.00		

200: Personnel Services - Benefits				
Position	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
1 Talent Development Specialist	Insurance	\$ 19,000.00		18
1 Full-Time Math Coach	Insurance	\$ 19,000.00		18
.5 Family-School Liaison	Insurance \$9,500		District Funding	
2 Full-Day Kindergarten Teachers	Insurance \$38,000		Title I Funding	
Expanded Learning Time Facilitator	Insurance \$19,000		Alliance District Funds	
	Subtotal:	\$ 38,000.00		

300: Purchased Professional and Technical Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Contracted Literacy Coach	Contracted Literacy Coach 33 days X \$2,200	\$ 72,600.00		18
Contracted Equity, Climate and Culture Specialist	Contracted Equity, Climate and Culture Specialist 17 days x 700	\$ 11,900.00		19
Contracted CT Center for School Change	Contracted CT Center for School Change	\$ 84,800.00		19
Community Partners	15 Partners X \$30 X 181 days = \$81,450		21st Century Grant	
	Subtotal:	\$ 189,300.00		



# SIG 1003(g) Year 2 Budget Proposal

School: John Barry Elementary School

District: Menden Public Schools

100: Personnel Services - Salaries				
Position	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Talent Development Specialist	1 X 80,550 (Teacher's Salary) + 7,500 (Extended Day)	\$ 88,050.00		18
Full-Time Math Coach	1 X 80,550 (Teacher's Salary) + 7,500 (Extended Day)	\$ 88,050.00		18
Climate Support Educators	2 (Climate Support Educators) X 24,800	\$ 49,600.00		19
Teacher Stipends for 3 day summer workshop	34 Teachers for Summer Training	\$ 17,000.00		19
Tutors for Extended Day	4 Tutors X 5 hrs X \$15 X 180 days = \$54,000		District Funding	
Teacher Stipends for Extended Day	11 Stipends X \$7,500 = \$82,500		21st Century Grant	
Expanded Learning Time Facilitator	\$90,000		Alliance District Funds	
5 Reading Teacher	\$45,000		Alliance District Funds	
5 Family-School Liaison	\$18,000		District Funding	
3 Specials Teacher	\$26,400		District Funding	
2 Full-Day Kindergarten Teachers	2 X 65,000 (Teacher's Salary) \$130,000		Title I Funding	
Subtotal:		\$ 242,700.00		

200: Personnel Services - Benefits				
Position	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
1 Talent Development Specialist	Insurance	\$ 19,000.00		18
1 Full-Time Math Coach	Insurance	\$ 19,000.00		18
5 Family-School Liaison	Insurance \$9,500		District Funding	
2 Full-Day Kindergarten Teachers	Insurance \$38,000		Title I Funding	
Expanded Learning Time Facilitator	Insurance \$19,000		Alliance District Funds	
Subtotal:		\$ 38,000.00		

300: Purchased Professional and Technical Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Contracted Literacy Coach	Contracted Literacy Coach 33 days X \$2,200	\$ 72,600.00		18
Contracted Equity, Climate and Culture Specialist	Contracted Equity, Climate and Culture Specialist 17 days x 700	\$ 11,900.00		19
Contracted CT Center for School Change	Contracted CT Center for School Change	\$ 84,800.00		19
Community Partners	15 Partners X \$30 X 181 days = \$81,450		21st Century Grant	
Subtotal:		\$ 169,300.00		

400: Purchased Property Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$ -		

500: Other Purchased Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$ -		

600: Supplies				

Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

700: Property				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

800: Other Objects				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	



# SIG 1003(g) Year 3 Budget Proposal

School: John Barry Elementary School

District: Meriden Public Schools

100: Personnel Services - Salaries				
Position	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Talent Development Specialist	1 X 80,550 (Teacher's Salary) ~ 7,500 (Extended Day)	\$ 88,050.00		18
Full-Time Math Coach	1 X 80,550 (Teacher's Salary) ~ 7,500 (Extended Day)	\$ 88,050.00		18
Climate Support Educators	2 (Climate Support Educators) X 24,800	\$ 49,600.00		19
Teacher Stipends for 3 day summer workshop	34 Teachers for Summer Training	\$ 17,000.00		19
Tutors for Extended Day	4 Tutors X 5 hrs X \$15 X 180 days = \$54,000		District Funding	
Teacher Stipends for Extended Day	11 Stipends X \$7,500 = \$82,500		21st Century Grant	
5 Family-School Liaison	\$18,000		District Funding	
Expanded Learning Time Facilitator	\$90,000		Alliance District Funds	
5 Reading Teacher	\$45,000		Alliance District Funds	
3 Special Teacher	\$26,400		District Funding	
2 Full-Day Kindergarten Teachers	2 X 65,000 (Teacher's Salary) \$130,000		Title I Funding	
Subtotal:		\$ 242,700.00		

200: Personnel Services - Benefits				
Position	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
1 Talent Development Specialist	Insurance	\$ 19,000.00		18
1 Full-Time Math Coach	Insurance	\$ 19,000.00		18
5 Family-School Liaison	Insurance \$9,500		District Funding	
2 Full-Day Kindergarten Teachers	Insurance \$38,000		Title I Funding	
Expanded Learning Time Facilitator	Insurance \$19,000		Alliance District Funds	
Subtotal:		\$ 38,000.00		

300: Purchased Professional and Technical Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Contracted Literacy Coach	Contracted Literacy Coach 33 days X \$2,200	\$ 72,600.00		18
Contracted Equity, Climate and Culture Specialist	Contracted Equity, Climate and Culture Specialist 17 days x 700	\$ 11,900.00		19
Contracted CT Center for School Change	Contracted CT Center for School Change	\$ 84,800.00		19
Community Partners	15 Partners X \$30 X 181 days = \$81,450		21st Century Grant	
Subtotal:		\$ 169,300.00		

400: Purchased Property Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$ -		

500: Other Purchased Services				
Services	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$ -		

600: Supplies				
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Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

700: Property				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	

800: Other Objects				
Item	Budget Justification and Cost Basis	SIG 1003(g) Funding Request	Alternate Funding Source	Turnaround Plan Page Reference
Subtotal:		\$	-	



## Low-Performing Schools Bond Request

School: John Barry Elementary School

District: Meriden Public Schools

Item #	Description	Amount
1		\$0.00
2		\$0.00
3		\$0.00
4		\$0.00
5		\$0.00
6		\$0.00
7		\$0.00
8		\$0.00
9		\$0.00
10		\$0.00
11		\$0.00
12		\$0.00
13		\$0.00
14		\$0.00
15		\$0.00
Total:		\$0.00



## APPENDIX C: IMPLEMENTATION TIMELINE

Strategy:	Progress Metric:	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
TALENT:													
1. Reorganize evaluation structure to have building principal directly evaluated by Performance & Evaluation Specialist	Meriden Administrator Evaluation Plan (SEED)	X	X	X	X	X	X	X	X	X	X	X	X
	Attendance in 2014 Spring Leadership Fellowship and LEAD CT Turnaround Principal Program	X	X	X	X	X	X	X	X	X	X	X	X
3. Implement Meriden Educator Evaluation and Development Plan using multiple measures to support and evaluate all certified staff	Meriden Educator Evaluation and Development Plan	X	X	X	X	X	X	X	X	X	X	X	X
4. Establish a John Barry Leadership Team with Principal, Assistant Principal, Expanded Day Facilitator, Math Coach, Family School Liaison, Talent Development Specialist and Performance and Evaluation Specialist, to work with CCSS to improve instruction	Schedule of Leadership Team Meetings	X	X	X	X	X	X	X	X	X	X	X	X
	MDA or Key Concepts (depending on grade level)												
5. Create a new instructional position, Talent Development Specialist, to support and retain new and transitional teachers by providing ongoing job-embedded professional learning instruction	SBAC Interim Assessments												
	Full Time Specialist Schedule	X	X	X	X	X	X	X	X	X	X	X	X
6. Establish partnership with contracted Literacy Coach, Nancy Boyles, to provide job-embedded professional development to improve literacy instruction, differentiation and assessment for	Student Growth Data MDA or Key Concepts (depending on grade level)												
	SBAC Interim Assessments												
	Literacy Coach Schedule	X	X	X	X	X	X	X	X	X	X	X	X
	MDA,(ELA) or Key Concepts (depending on												





Strategy:	Progress Metric:	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Grade 3-5 teachers and continuum of support with Expanded Learning Facilitator for K-2 teachers	grade level)												
	SBAC Interim Assessments												
	Curriculum -embedded												
	Common Formative Assessments												
7. Create a full-time Mathematics Coach position for John Barry to improve math instruction	Hire Full Time Math Coach	X	X	X	X	X	X	X	X	X	X	X	X
	MDA (Math)												
	Curriculum -embedded												
	Common Formative Assessments												
<b>ACADEMICS:</b>													
1. Fully implement new English Language Arts Curriculum/CCSS in Grades K-5	Learning Walks	X	X	X	X	X	X	X	X	X	X	X	X
	Curriculum -embedded												
	assessments in literacy												
	MDA (ELA) or Key Concepts												
2. Fully implement new Mathematics Curriculum/CCSS in Grades K-5	SBAC Interim Assessments												
	Learning Walks	X	X	X	X	X	X	X	X	X	X	X	X
	Curriculum -embedded												
	assessment in math												
3. Establish tiered interventions linked to SRBI model	MDA (Math) or Key Concepts												
	SBAC Interim Assessments												
	Common Formative Assessments	X	X	X	X	X	X	X	X	X	X	X	X
	Quarterly Calibration Checks	X	X	X	X	X	X	X	X	X	X	X	X
4. Ensure effective teaching, high rigor, and ongoing job-embedded professional learning through site based CCT calibration and coaching	Routine Evaluation												
	Reviews												



Strategy:	Progress Metric:	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
5. Implement Imagine Learning, a computer based self-paced supplemental program, to support differentiation and to improve literacy instruction schoolwide (use of 67 seat computer lab)	Imagine Learning Student/Classroom Reports	X	X	X	X	X	X	X	X	X	X	X	X
6. Provide all students access to the Spatial Temporal Mathematics Program (ST Math) to support differentiation and improve math instruction (use of 67 seat computer lab)	Critical Reading Exercises Student/Classroom Reports	X	X	X	X	X	X	X	X	X	X	X	X
7. Initiate a three day Barry Summer Leadership Institute for Leadership Team and teachers to plan for the year as well as receive instructional workshops in Literacy and Math	Curriculum-embedded assessments Workshop Attendance Learning Walks	X				X				X			
<b>CULTURE AND CLIMATE:</b>													
1. Establish partnership with contracted Equity, Climate and Culture Specialist Jeanine Fitzpatrick, to help develop a positive school climate, culturally relevant pedagogy, increase sensitivity and celebration of diversity, provide equity audit of student performance, socially-emotional and behavior measures	Equity, Climate and Culture Specialist Schedule  Teacher Climate Survey Student Climate Survey Parent Climate Survey Equity audit in collaboration with Director of Research and Evaluation Absenteeism/Attendance Climate Support Educators Schedule	X	X	X	X	X	X	X	X	X	X	X	X
2. Hire Three Climate Support Educators to work with teachers dealing with children with challenging behaviors	Suspension and Expulsion data Chronic Absenteeism Teacher Climate Survey Student Climate Survey	X	X	X	X	X	X	X	X	X	X	X	X



Strategy:	Progress Metric:	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
3. Reassign Family School Liaison to John Barry for FTE .5 to work with families of children with chronic absenteeism	FSL Schedule	X	X	X	X	X	X	X	X	X	X	X	X
	Rate of Absenteeism												
	Rate of Chronic Absenteeism												
	Log of Family Visits/Contacts												
4. Implement PBIS schoolwide	SWISH Data Report	X	X	X	X	X	X	X	X	X	X	X	X
5. Provide parent/children school activities and events to develop strong parent-school connection	Schedule of Activities	X	X	X	X	X	X	X	X	X	X	X	X
	Parent Attendance												
6. Establish a Community Fair with wraparound providers to be held annually to inform and connect parents with community resources	List of Providers	X				X							
	Parent Attendance												
<b>OPERATIONS:</b>													
1. Maintain Expanded School Schedule of 100 additional minutes for all students	School Schedule	X	X	X	X	X	X	X	X	X	X	X	X
2. Sixty minutes of weekly teacher collaborative time will have an emphasis on professional learning through web-based videos (BloomBoard); data driven instruction and support; parental partnership; and culturally relevant pedagogy	Collaborate Time Schedule	X	X	X	X	X	X	X	X	X	X	X	X
	MDAs or Key Concepts												
	SBAC												
	Learning Walks												
	SRBI Interventions												
3. Expand current enrichment offerings for underserved students to eliminate the opportunity gaps that contribute to achievement gaps	Schedule of Enrichment Activities	X	X	X	X	X	X	X	X	X	X	X	X



## APPENDIX D: REFORM MODEL CHECKLIST

Transformation Model Requirements:	Please Check:
<b>Describe how you will develop and increase teacher and school leader effectiveness by:</b>	
1. Replacing the principal who led the school prior to commencement of the transformation model. <i>Ms. Torres-Brown continues as Principal (second year)</i>	✓
2. Using rigorous, transparent, and equitable evaluation systems for teachers and principals that: <ul style="list-style-type: none"><li>• Take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li><li>• Are designed and developed with teacher and principal involvement.</li></ul>	✓
3. Identifying and rewarding school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identifying and removing those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	✓
4. Providing staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	✓
5. Implementing such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a transformation model.	✓
<b>Describe how you plan to implement comprehensive instructional reform strategies by:</b>	
1. Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with CSBE academic standards.	✓
2. Promoting the continuous use of student data (such as from formative, interim and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.	✓
<b>Describe how you plan to increase learning time and create community-oriented schools by:</b>	
1. Establishing schedules and strategies that provide increased learning time.	✓
2. Providing ongoing mechanisms for family and community engagement.	✓



**Describe your plans to provide operational flexibility and sustained support by:**

1. Giving the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. ✓
2. Ensuring that the school receives ongoing, intensive technical assistance and related support from the district, the CSDE or a designated external lead partner organization. ✓

**Turnaround Model Requirements:**

**Please Check:**

1. Describe how you will replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. N/A
2. Describe in detail how you will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff.
3. Describe how you will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.
4. Describe how you will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
5. Describe how you will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader," who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district to obtain added flexibility in exchange for greater accountability.
6. Describe how you will use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with state academic standards.
7. Describe how you will promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate



instruction in order to meet the academic needs of individual students.

8. Specify how you will establish schedules and implement strategies that provide increased learning time.
9. Describe how you will provide appropriate social-emotional and community-oriented services and supports for students.

**Restart Model Requirements:**

**Please Check:**

1. Describe the rigorous review process you will use to select a restart operator for a school to be converted or closed and reopened under a charter school operator, a CMO or an EMO.

**N/A**

Note: The CSDE will be involved in the process for selecting external partners or lead partners as part of the application process. This process will include a review of the RFQ, proposals and interviews of potential partners. The Commissioner of Education shall approve the restart operator before it is notified of its selection.

2. Explain the process for enrolling, within the grades it serves, any former student who wishes to attend the new school.
3. Provide the contract or agreement terms and provisions you will use to hold the charter school operator, CMO or EMO accountable for complying with the final SIG requirements.
4. Complete and submit the Evaluation of External Partners Document, Appendix F.

**Closure Model Requirements:**

**Please Check:**

1. Explain how you will enroll students who attended the closed school in other schools in the district that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
2. Explain how you will ensure that costs associated with closing a school will only be paid for with SIG funds, if they are reasonable and necessary in accordance with federal guidance.

**N/A**



## APPENDIX E: STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:** School Improvement Grant (1003g)

**THE APPLICANT:** Meriden Public Schools **HEREBY ASSURES THAT:**  
John Barry Elementary School  
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- C. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the CSDE;
- D. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- E. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- F. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the CSDE, including information relating to the project records and access thereto as the CSDE may find necessary;
- G. The CSDE reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- H. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;



- I. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- J. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the CSDE any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- K. As per federal requirements:
  - (1) Use its School Improvement Grant to implement fully and effectively an intervention in each priority of focus school, that the LEA commits to serve consistent with the final requirements;
  - (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority or focus school, that it serves with school improvement funds;
  - (3) If it implements a restart model in a priority or focus school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
  - (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
  - (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
  - (6) Report to the SEA the school-level data required under section III of the final requirements.

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth,





which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;

- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents



performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to



any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.



M. The grant award is subject to approval of the CSDE and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Superintendent Signature:

*Mark D. Benigni*

Mark D. Benigni

Name: *(typed)*

Superintendent

Title: *(typed)*

April 10, 2014

Date:

## APPENDIX F: EVALUATION OF EXTERNAL PARTNERS

### Part I: Partner Profile and Contact Information

<b>Legal Name of External Provider</b>	Name: CT Center for School Change  Doing Business As (DBA):
<b>CEO/Owner Information</b>	Name: Andrew Lachman  Title: Executive Director  Phone: 860-586-2340  Email: alachman@ctschoolchange.org
<b>Contact Information</b>	Contact Person: Andrew Lachman  Street Address: 151 New Park Avenue, Suite 15  City: Hartford                      State: CT              Zip: 06106  Phone: 860-586-2340              Fax: 860-586-7360  E-mail: alachman@ctschoolchange.org  Website: <a href="http://www.ctschoolchange.org">www.ctschoolchange.org</a>
<b>Federal EIN, Tax ID Number, or Social Security Number (SSN)</b>	Check which applies and type in the number: X Federal EIN: <u>06-1525201</u> <input type="checkbox"/> Tax ID Number: _____ <input type="checkbox"/> SSN: _____
<b>Type of Provider</b>	Check all categories that best describe the organization: <input type="checkbox"/> For-profit X Non-profit <input type="checkbox"/> Business (public or private) <input type="checkbox"/> Sole Proprietorship <input type="checkbox"/> Limited Liability Corporation <input type="checkbox"/> General or Limited Partnership <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Regional Educational Service Center (e.g., RESC) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Other (specify): _____
<b>Grade-level Experience</b>	Check all that apply: X Elementary

	<input checked="" type="checkbox"/> Middle <input checked="" type="checkbox"/> High
<b>Expertise with Student Populations/Programs</b>	Check all that apply: <input checked="" type="checkbox"/> Regular education students <input checked="" type="checkbox"/> English language learners <input checked="" type="checkbox"/> Students with disabilities <input checked="" type="checkbox"/> Over-aged, under-credited students <input type="checkbox"/> Other: _____
<b>Proof of Liability Insurance Coverage</b>	Please include a copy of the organization's current certificate of commercial general liability insurance (Declaration page).  Please include a statement from the insurance carrier with dates of coverage on the insurance company's letterhead indicating that the entity has commercial general liability insurance coverage in the state of Connecticut.  Is the organization insured in Connecticut? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Company Issuing Policy: <u>Northern Insurance Company of New York</u>  Policy Number: <u>PPS05442761</u>  Coverage is in effect through date: <u>12</u> / <u>2014</u> <div style="text-align: center;">month                      year</div>
<b>Legal Status to Conduct Business in Connecticut</b>  See <a href="http://www.ctcllc.com">www.ctcllc.com</a> for information on registering as a business in Connecticut.	Please attach a copy of the document that formally acknowledges the entity's legal status to conduct business in Connecticut.  Select one form of verification submitted by the organization: <input type="checkbox"/> Connecticut business license <input type="checkbox"/> Certificate of Authority (out of state applicants) <input checked="" type="checkbox"/> 501C3 (non-profit organizations)  Please attach a copy of one of the following documents: <input checked="" type="checkbox"/> Articles of Incorporation <input type="checkbox"/> Partnership Agreement <input type="checkbox"/> Sole Proprietorship
<b>Financial Soundness</b>	Criteria for approval: (1) positive net assets and (2) current assets exceed current liabilities. Please include the organization's most current accrual balance sheet, such as audited financial statements or personal financial statements.

	What total percentage of the organization's revenue would be derived from providing services for SIG? <u>4.6</u> %.
--	---

## Part II: Partner Services

### Description of Service Model and Approach

Please describe the partner's model and approach to school turnaround, including detailed descriptions of the services and capacity-building the organization provides to support schools in raising student performance and closing achievement gaps. Please include the organization's strategies to address the responsibilities of a Lead Partner. Specifically, how would the organization operationalize and support work in each of the following areas:

- **Talent:** Establish systems to recruit, identify, develop, support, and retain excellent leaders, teachers, and support staff. Provide ongoing professional development informed by teacher and student needs and aligned to school programming.
- **Academics:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels. Create, monitor, and/or support the implementation of a rigorous, Common Core-aligned curriculum. Develop a robust assessment system aligned to next-generation assessments. Cultivate instructional strategies that promote student engagement, rigor, differentiation, 21<sup>st</sup> century skill development, and data-driven instruction. Promote the analysis and use of data to inform instruction and decision-making. Create strong systems and processes to allow for the collection, analysis, and ongoing use of data to drive timely interventions.
- **Culture and Climate:** Promote a positive and safe learning environment that supports high-quality teaching and learning. Create a culture of high expectations for students and staff. Engage families and the community as partners in the educational process, and coordinate services through a comprehensive wraparound strategy.
- **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources. Effectively manage the change process while maintaining efficient school operations, including school scheduling, budgeting, and staff management. Assume the management, administration, or governance of the school for the duration of the turnaround period. Expand instructional time and/or maximize time on task. Explore innovative strategies to increase instructional time. Increase and effectively use staff collaborative planning time.

### Overview:

The work of the Connecticut Center for School Change in supporting the turnaround process at Barry Elementary School as Lead Partner will entail developing the capacity of the school leadership team as well as developing the capacity of the district as a whole to implement the systems and structures to create and support a sustainable turnaround process. As the managing partner of LEAD Connecticut, the Center's work is founded upon national research and practice in effective turnaround practices. The research on school improvement overwhelmingly indicates that leadership is the most essential component in school turnaround. Training the Barry leadership team to design, implement, and monitor improvement efforts in the key areas below is the beginning of a continuous improvement process that will result in positive outcomes for the children of Meriden. The leadership team will

substantially deepen their knowledge base in key competencies connected to school culture, data driven instruction, observation and feedback, and strategic planning. Additionally, school leaders and teachers will develop and practice personal leadership skills critical to sustainable leadership and effective practice in turnaround schools: Belief, Relationship Building, Resiliency, Managing Change and Resistance, and Equitable Practice.

The improvement process does not happen in a vacuum; district strategy and support profoundly affects student outcomes. Creating data systems, professional learning models, effective curricula, and a sound vision of effective instructional practice must be a system-wide effort. The goal of this intervention is to also create sustainable district systems that will allow Barry to embark on an improvement trajectory that will continue once the support of this grant comes to an end.

Consequently, the work of the Center with the school and district leadership teams will include:

- **Talent:** The approach to talent is to select, support, and retain teachers who have the capacity to engage in a turnaround process. Barry has undergone significant staff transition over the past several years. The specific turnaround leadership focus will help the leadership team to:
  - **High Quality Observation Process**
    - Structure and complete targeted formal/informal observations
  - **Lead Effective Instructional Coaching Sessions**
    - Identify the elements of effective coaching conversations
    - Engage teachers in an improvement trajectory and reflective process that builds on their strengths and identifies areas for improvement.
  - **Provide Actionable Feedback**
    - Identify appropriate interventions for teachers – identifying high priority areas
    - Implement actionable and concrete feedback
    - Create specific suggestions to support school goals and identified areas of instructional focus
  - **Develop Observation Frameworks and Routines**
    - Develop tools and protocols for feedback to increase frequency and quality of observations and feedback
    - Develop an actionable work-plan and accountability plan for observation/feedback cycles
  - **Create a Recruitment Strategy and Leadership Pathway for High Capacity Teacher Leaders.**
    - Train leaders in teacher recruitment and selection
    - Invest in distributed leadership structures
- **Academics:** The focus on instructional leadership is a key component of the development of this intervention. The Data Driven Instruction approach relies heavily on the analysis of formative data to target student learning needs and to support teacher lesson design. Additionally, the role of the instructional leadership team is to provide the professional development so that teachers know, specifically, how to address the learning needs of students so that they can meet the demands of the Common Core State Standards. The leadership team will be able to:
  - **Demonstrate to the school community how efficacy links to student success**



- Introduce the key concepts of efficacy, growth and fixed mindsets, and effective effort
- Implement an instructional vision that includes effective effort as significant factor in the personal learning of adults and children.
- Help teachers implement a growth mindset and practice giving corrective feedback to staff members who demonstrate low or fixed expectations
- **Set Rigorous Goals for Achievement**
  - Design strategies to support staff in teaching students to set high but achievable goals for themselves
  - Identify strategies to support teachers in setting SLOs
  - Identify strategies to monitor teacher SLOs
- **Develop and Implement a Vision of Instruction and a Data Driven Cycle and Calendar**
  - Develop a common vision of high quality instruction
  - Create a plan for analysis of student work and assessments
  - Identify and plan time for corrective instruction
  - Develop a data tracking system that will allow on-going monitoring of progress and next steps
  - Identify appropriate academic interventions for students struggling in literacy and/or math
- **Build the Capacity of Teachers**
  - Build an instructional leadership team and develop the team's capacity to facilitate data-driven instructional cycles
  - Build or grow effective data teams that use consistent protocols and processes to review assessment data and student work
  - Lead effective professional development on effective re-teaching
  - Demonstrate strong instructional practices
- **Culture and Climate:** the creation of a culture and climate that is safe, focused on learning, and inclusive of families and the community are key elements of a sustainable improvement strategy. The leadership team sets the tone and reinforces the expectations of the community in supporting how children learn to self-regulate their behavior and focus on learning. To achieve a safe and supportive climate, the leadership team will learn to :
  - **Create a Vision of Excellence for the School**
    - Describe concrete ways in which teachers and leaders will establish and support a positive vision and mission-aligned school
    - Develop clear messaging about high expectations for every student
    - Develop accountability measures for upholding the school vision/mission
  - **Create a Plan to Enlist Staff, Students, and Families into the School Culture**
    - Develop individual and school-wide theory of action and theory of change including critical elements of a positive school culture
    - Determine on-going strategies connected to the theory of change for ensuring staff and student actions are aligned to the vision/mission
    - Provide feedback to staff members about improving school culture
    - Create and implement a plan for authentic family and community engagement
  - **Develop Processes and Structures to Monitor School Culture**
    - Identify artifacts and data points to monitor culture improvement cycle

- Plan how the school will address challenges and setbacks related to school culture

**Operations:** The leadership team must create a coherent operational model that leverages the systems, structures, and budget of the school to create positive outcomes for students. These systems and structures will include:

- **Focus on Attendance:** Support parents in getting students to school; address chronic absenteeism through school and community services.
- **Maximizing the School Schedule:** Make the most of the extended day at Barry to provide interventions, data team structures, professional learning opportunities, and an intensive focus on literacy and math.
- **Leveraging Available Budget:** Flexibly targeting resources to where there is need and addressing teacher and student needs.
- **Developing and Utilizing District Supports:** Drawing upon district expertise in curriculum design and data analysis; using district support to communicate vision and enlist parent and community support.
- **Creating an Efficient and Welcoming School Office:** The public face of the school must be engaging and accessible for parents of all cultures. The office must be up to date and keep parents updated on all happenings in the school. The office must support teacher needs and recognize its mission as a clearinghouse of essential information.

#### **Experience Managing and Collaborating on School Turnaround**

Please describe and provide examples of the organization's experience serving as a turnaround operator and/or managing low-performing schools, including examples of how the organization has worked collaboratively with other partners to achieve desired outcomes in schools.

Please include:

- A list of schools and/or districts that the organization has supported and data that provide evidence of the effectiveness of the interventions; please reference student achievement data, if/where possible
- A summary of key goals and how success was measured in similar engagements
- Provide the name and contact information for one reference in a school and/or district in which the organization has operated in a similar capacity
- Provide the name and contact information for one reference for a school and/or district partner that the organization has collaborated with in a similar capacity

As the managing partner of LEAD Connecticut, the Center has experience collaborating with a consortium of partners, including the Connecticut Association of Boards of Education, Connecticut Association of Public School Superintendents, Connecticut Association of Schools, Neag School of Education at the University of Connecticut, and New Leaders.. Alliance Districts supported through Center work include New Haven, Bridgeport, Waterbury, East Hartford, Hamden, Stratford, and many others. Over two decades of systemic intervention and support, the Center has helped leaders in Connecticut create the conditions and develop the competencies to change outcomes for students at scale. Please see the Center's website at [www.ctschoolchange.org](http://www.ctschoolchange.org) for a complete listing of district partnerships and outcomes.

**Staffing Model**

Please provide an overview of the organization's staffing model and a short narrative detailing the roles of key staff involved in the proposed turnaround partnership. Please outline who would be embedded in the school on a daily/weekly basis.

The Connecticut Center for School Change (Center) is a statewide, intermediary, non-profit organization that supports comprehensive reform of Connecticut's schools and districts. The Center was established in 1994 by the William Caspar Graustein Memorial Fund and became an Independent 501(c)(3) organization in January, 1999.

The Center supports comprehensive preK-12 educational reform through a system-wide, integrated approach focused on Improving Instructional practice and building leadership at all levels, from parents to superintendents. Our work is informed by the concept that "system success = student success." The Center builds the capacity of school districts through technical assistance and coaching. The Center's staff acts as advisors, thought partners, coaches, and critical friends to superintendents, assistant superintendents, senior district leadership, principals, and other staff members. The Center helps district leaders develop systemic thinking, generate theories of action, employ coherent strategies, align resources, develop and support effective leadership teams, ensure accountability, engage stakeholders, and sustain improvements. It develops the leadership practice of superintendents, central office staff, principals, teachers and parents through professional development programs, coaching, and communities of practice.

For over eleven years, the Connecticut Center for School Change has championed systemic Instructional Improvement by designing and facilitating communities of practice among superintendents and district teams, developing innovative leadership programs for new generations of instructional leaders, providing district-embedded technical assistance and coaching to support systems change, and advocating for statewide policies necessary for transformational change in education. The Center facilitates the Superintendents' Network in partnership with faculty at Harvard University, runs the Systemic Instructional Improvement Program Network (SIIP), and partnered with four urban districts to create the Urban School Leaders Fellowship for aspiring principals.

The Center's work has been highlighted in national educational publications, including the Journal of Staff Development, Kappan Magazine, Ed leadership, the National Staff Development Council's The Learning System, and the Annenberg Institute for School Reform's Voices in Urban Education. The Center's work was showcased in the book Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning published by the Harvard Education Press.

The Center, along with a number of key staff members, have direct experience in projects similar to the Closing the Achievement Gap initiative outlined in RFP /1989-13. The Center has worked directly with districts attempting to close gaps and raise achievement through a systemic, district wide approach. The Center's staff has vast collective experience as central office administrators, principals, and teachers in urban, suburban and rural school districts in Connecticut and across the nation. The Center's Executive Director, Andrew Lachman, came to the Center after serving for 13 years as one of the senior advisors

on policy and program development and director of external affairs to former superintendents Anthony J. Alvarado and Elaine Fink in Manhattan's Community School District 2. He played a key role in that district's Implementation of standards-based education reform. Mr. Lachman assisted the superintendent in developing and managing Innovative educational programs, professional development Initiatives\_ for improving teaching and learning, and strategies for enhancing school leadership. Deputy Director Richard Lemons in his work with The Education Trust, The Institute for Urban School Improvement (UConn), and The Harvard Change Leadership Group has partnered directly with districts and schools to audit current conditions, understand the systemic problems, craft strategic plans and Implement targeted Interventions on behalf of closing achievement gaps. In addition, he has considerable experience designing and Implementation equity audits that help schools and districts better understand the nature of and contributing causes to achievement gaps. Each of the Center's staff has direct experience working to communicate and Implement evidenced-based findings in highly-politicized settings, ranging from New York City to Bridgeport, Houston to Waterbury, and Boston to New Haven.

The Center Is also committed to utilizing the most up-to-date research to inform its work with school districts across Connecticut. The Center currently partners with professors at the Harvard Graduate School of Education, the University of Connecticut, and the University of Washington. These close working relationships put the Center at the center of world-class research. In addition, the Center sponsors and conducts its own research, most recently on how to create effective human capital development systems. Finally, the Center staff is trained and adept at reviewing research and trade literature and presenting the findings with a critical lens.

The Center staff also possesses In-depth understanding of federal and state mandates In Connecticut, from educator evaluation policy to Implementation of the Common Core and new assessments.

Multiple staff members serve on the Educator Evaluation Advisory Committee (EPAC). Before returning to the Center, Richard Lemons spent three years as Vice President of Policy and Practice at The Education Trust, one of the most Influential federal education policy organizations of the last decade. • Moreover, the Center Is the managing partner of LEAD Connecticut, a leadership development strategy sponsored by the State Department of Education. Managing LEAD Connecticut requires that the Center understand all significant policy levers and how they are Influencing the work of educators in the field.

**Cost Information**

Please provide an overview of the costs associated with your model.

Please include:

- A detailed menu of services, including the intensity of services (e.g., duration and staffing) and associated costs for each service. Acceptable costs could include staffing, programs, supplies, subcontracts with vendors to provide supplemental services, operations, overhead, etc.
- What is the cost structure (e.g., per pupil, per school)?
- Which costs are variable versus fixed?

The year-long intervention will entail approximately 70 days of Center intervention, including planning, on-site training, coaching, and program analysis.

Approximate distribution

27 days on-site coaching and training:  $27 \times \$1500 = \$40,500$

27 Days planning and evaluation:  $27 \times \$1500 = \$40,500$

Materials, travel, and related expenses = \$3,800

Total = \$84,800

**Authority and Accountability**

Partners assume authority in exchange for heightened accountability. Please describe the partner's decision-making authority, including around staffing, scheduling, programming, and budgets. Likewise, explain the accountability structure between the partner and the district. What are the partner's specific performance targets?

Decision making authority rests with the district and school personnel; the Center acts in a support and advisory role in this transformation process. The development of the leadership team is tied to the school performance goals set by the district and state. SPI growth and performance goals detailed in this application are the benchmarks of success for the Center's intervention.

**Part III: Partner Role and Responsibilities**

The chart below summarizes the core responsibilities of a Lead Partner. Lead Partners must provide these services directly or by integrating services provided by Supporting Partners and/or the district central office. Please indicate the role of the partner(s) below.

Responsibility	Lead Partner	Supporting Partner	District Support Requested
<b>1. Academics:</b>			

1.1. Curriculum and academic programming	X		X
1.2. CCSS alignment	X		X
1.3. Instructional strategies and monitoring	X		X
1.4. Assessment systems	X		X
1.5. Supports for special populations	X		X
1.6. Data infrastructure/systems	X		X
1.7. Data capacity-building	X		X
1.8. Program evaluation	X		
<b>2. Talent:</b>			
2.1. Recruitment/Talent pipelines	X		X
2.2. Leadership development and coaching	X		X
2.3. Professional development	X		X
2.4. Educator evaluation	X		X
2.5. Retention and growth strategies	X		X
<b>3. Culture and Climate:</b>			
3.1. School environment	X		X
3.2. Student attendance	X		X
3.3. Behavior management	X		X
3.4. Culture/Change management	X		X
3.5. Family engagement	X		X
3.6. Community/Partner engagement and alignment	X		X
3.7. Physical, health, mental, and social-emotional support services	X		X
3.8. Communications and media relations			X
<b>4. Operations:</b>			
4.1. Staff and student scheduling	X		X

4.2. Coordination of services with the district central office	X		X
4.3. Budgeting and financial management	X		X
4.4. Development and grants management			X
4.5. Compliance reporting			X
4.6. Extended learning time			X
4.7. Faculty/Staff common planning time	X		X



# CERTIFICATE OF LIABILITY INSURANCE

 DATE (MM/DD/YYYY)  
 12/19/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Ryan Associates, LLC 850 N Main Street Ext PO Box 905 Wallingford CT 06492	<b>CONTACT NAME:</b> Mary-Lynn Schmitz <b>PHONE (A/C, No, Ext):</b> (203) 265-7500 <b>FAX (A/C, No):</b> (203) 265-7587 <b>E-MAIL ADDRESS:</b> Mary-Lynn@ryanassociatesct.com														
<b>INSURED</b> Connecticut Center For School Change, The 151 New Park Ave Hartford CT 06106	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: left;">NAIC #</th> </tr> <tr> <td>INSURER A: Northern Insurance Company of New York</td> <td></td> </tr> <tr> <td>INSURER B: Philadelphia Insurance Company</td> <td></td> </tr> <tr> <td>INSURER C: Selective Insurance Company</td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Northern Insurance Company of New York		INSURER B: Philadelphia Insurance Company		INSURER C: Selective Insurance Company		INSURER D:		INSURER E:		INSURER F:	
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INSURER E:															
INSURER F:															

<b>COVERAGES</b>	<b>CERTIFICATE NUMBER:</b>	<b>REVISION NUMBER:</b>
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THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR	WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<b>GENERAL LIABILITY</b>			PPS05442761	12/20/2013	12/20/2014	EACH OCCURRENCE	\$ 2,000,000
	<input type="checkbox"/> COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 1,000,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						MED EXP (Any one person)	\$ 10,000
							PERSONAL & ADV INJURY	\$ 1,000,000
							GENERAL AGGREGATE	\$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG	\$ 2,000,000
	<input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC						Professional Liab	\$ 1M / 2M
A	<b>AUTOMOBILE LIABILITY</b>			PPS05442761	12/20/2013	12/20/2014	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
	<input checked="" type="checkbox"/> ANY AUTO						BODILY INJURY (Per person)	\$
	<input type="checkbox"/> ALL OWNED AUTOS	<input type="checkbox"/> SCHEDULED AUTOS					BODILY INJURY (Per accident)	\$
	<input type="checkbox"/> HIRED AUTOS	<input type="checkbox"/> NON-OWNED AUTOS					PROPERTY DAMAGE (Per accident)	\$
								\$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB		<input checked="" type="checkbox"/> OCCUR	PPS05442761	12/20/2013	12/20/2014	EACH OCCURRENCE	\$ 5,000,000
	<input type="checkbox"/> EXCESS LIAB		<input type="checkbox"/> CLAIMS-MADE				AGGREGATE	\$ 5,000,000
	<input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$							\$
C	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b>			WC7264683	07/01/2013	07/01/2014	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	<input type="checkbox"/> Y <input type="checkbox"/> N	N/A				E.L. EACH ACCIDENT	\$ 100,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	\$ 100,000
							E.L. DISEASE - POLICY LIMIT	\$ 500,000
B	<b>Directors &amp; Officers Liability</b>			PHSD748334	07/24/2013	07/01/2014	Each Claim	1,000,000
							Employment Practice	1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Additional Insured: Town of Greenwich, CT for Contract #: RFP 989-13

**CERTIFICATE HOLDER**
**CANCELLATION**

Town of Greenwich Attn: Board of Education 290 Greenwich Avenue Greenwich, CT 06830	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE <span style="float: right;">&lt;AMP&gt;</span> <div style="text-align: right; font-family: cursive;">Ann McQuaid</div>
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# STATE OF CONNECTICUT

## DEPARTMENT OF REVENUE SERVICES

TWENTY-FIVE SIGOURNEY STREET

HARTFORD, CONNECTICUT 06106



received  
7-19-99

CONNECTICUT CENTER FOR SCHOOL CHAN  
151 NEW PARK AVE STE 203  
HARTFORD CT 06106

TAX REGISTRATION 9699026-000

NOTICE DATE - 07/15/99

DEAR TAXPAYER,

YOUR REGISTRATION APPLICATION HAS BEEN RECENTLY PROCESSED AND THE TAX REGISTRATION NUMBER ASSIGNED TO YOU IS PRINTED ABOVE. PLEASE USE THIS NUMBER ON ANY CORRESPONDENCE WITH THE DEPARTMENT OF REVENUE SERVICES. YOU SHOULD ADVISE US PROMPTLY OF ANY CHANGE IN YOUR ACTIVITIES.

TAX RETURNS WILL BE MAILED TO YOU AT THE END OF EACH TAX PERIOD. THERE IS A PENALTY FOR FAILURE TO FILE A TIMELY RETURN AND PAY TAX WHEN DUE.

FOLLOWING THIS NOTICE YOU WILL BE RECEIVING A PRE-PRINTED COUPON BOOKLET AND INSTRUCTIONS FOR FILING WITHHOLDING TAX. IF YOU DO NOT RECEIVE THIS BOOKLET WITHIN TWENTY ONE DAYS PLEASE NOTIFY THIS DEPARTMENT BY CALLING TAXPAYER SERVICES AT 1-800-382-9463 (IN-STATE) OR 860-297-5962.

ENCLOSED ARE INTERIM CT-WH (DRS) WITHHOLDING PAYMENT COUPONS TO BE USED ONLY IF WITHHOLDING TAX PAYMENTS ARE DUE BEFORE YOU HAVE RECEIVED YOUR WITHHOLDING COUPON BOOKLET.

**Internal Revenue Service  
Director, Exempt Organizations  
Rulings and Agreements**

**Department of the Treasury  
P.O. Box 2508  
Cincinnati, OH 45201**

**Date: DEC 23 2010**

The Connecticut Center for  
School Change Inc  
151 New Park Ave Ste 203  
Hartford CT 06106

**Employer Identification Number:**  
06-1525201  
**Person to Contact - ID#:**  
Sheila Robinson - 31220  
**Contact Telephone Number:**  
877-829-5500 Phone  
**Public Charity Status:**  
509(a)(3)

**Dear Applicant:**

Our letter dated January 8, 1999, stated that you were exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code and classified as a public charity under section 509(a)(3) of the Code.

Based on the information you submitted, we have determined that you are a Type 1 supporting organization under section 509(a)(3). A Type 1 is operated, supervised, or controlled by, a Type 2 is supervised or controlled in connection with, and a Type 3 is operated in connection with one or more publicly supported organizations. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c)(3) of the Code.

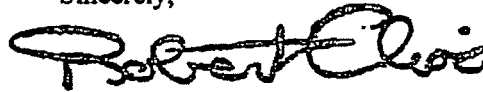
Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, 800-829-3676. Information is also available on our Internet Web Site at [www.irs.gov](http://www.irs.gov).

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

If you have any questions, please call our toll free number shown in the heading of this letter.

Sincerely,



JAN - 3 2010

Robert Choi  
Director, Exempt Organizations  
Rulings and Agreements

AMENDED AND RESTATED  
CERTIFICATE OF INCORPORATION  
of  
THE CONNECTICUT CENTER FOR SCHOOL CHANGE, INC.

The undersigned hereby amends and restates this certificate of incorporation under the Connecticut Revised Nonstock Corporation Act. References included in this certificate to provisions of "the Internal Revenue Code" shall be deemed to refer to provisions of the Internal Revenue Code of 1986, as amended, or to any corresponding provision of future federal law.

1. NAME. The name of the corporation is The Connecticut Center for School Change, Inc. (hereinafter referred to as "the Corporation").
2. NONPROFIT CORPORATION. The Corporation is nonprofit and shall not have or issue shares of stock or make distributions.
3. MEMBERSHIP. The Corporation shall have two members: the Connecticut Association for Human Services, Inc. (CAHS) and the William Caspar Graustein Memorial Fund (Graustein). Each member shall have the rights and responsibilities set forth in this Certificate of Incorporation and in the Corporation's bylaws.
4. REGISTERED AGENT. The Corporation's registered agent shall be Andrew Lachman, and its registered office shall be located at 151 New Park Avenue, Suite 203, Hartford, Connecticut 06106. The registered agent's acceptance of appointment is on file with the Secretary of the State.
5. PURPOSES. The Corporation is organized exclusively for charitable, religious, educational and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Subject to the foregoing limitations and those set forth in Article 8 below:
  - A. The Corporation shall support and benefit CAHS through activities directed towards improving the quality of education in Connecticut and nationwide; including but not limited to: research; dissemination of information about developments in educational policy and practice; conferences, seminars, and workshops; and public awareness of innovative programs, policies, and practices.
  - B. In the event the Corporation shall be unable to operate exclusively to benefit and support CAHS, the Corporation shall operate exclusively to benefit and support one or more other organizations exempt from Federal income taxation under Internal Revenue Code Section 501(a), as organizations described in Internal Revenue Code Section 501(c)(3), and classified as public charities under Internal Revenue Code Section 509(a)(1) or (2), and with purposes that include the above stated purposes.

- C. In furtherance of the foregoing, the Corporation may engage in any lawful act or activity for which a corporation may be organized under the Connecticut Revised Nonstock Corporation Act.

6. **BOARD OF DIRECTORS.** The activities, business, property and affairs of the Corporation shall be managed by a board consisting of a minimum of nine and maximum of seventeen directors. Of such number, a portion of the directors shall be elected by the Corporation's two members as follows:

- A. A majority of the directors shall be elected by CAHS. Included in this majority shall be the executive director of CAHS, who shall be a voting, ex officio director counting towards a quorum.
- B. Up to four directors shall be elected by Graustein. Included in this four-director limit shall be the executive director of Graustein, who shall be a voting, ex officio director counting towards a quorum.

Any remaining number of directors within the range specified above shall be elected by those directors elected by the two members as described above.

The Board shall be staggered, and directors shall be appointed for three-year terms to one of three classes whose terms expire in successive years. To the extent possible, directors elected by each of the members and by the other directors shall be distributed as evenly as possible across the three classes. Directors whose terms expire at each annual meeting will be selected in the manner set forth above. Each shall serve for his or her term and continue in office until his or her successor has been elected and qualified, or until his or her death, resignation or removal. No director – other than the ex officio directors above - shall serve more than two consecutive full three-year terms without an intervening year off the Board. This term limit shall not apply to directors sitting on the Board as of the date this provision is adopted. Decreases in the number of directors will not diminish the term of any director then in office.

Any vacancy or vacancies on the Board arising at any time and from any cause may be filled by the party responsible for electing the director to be succeeded. A director elected to fill a vacancy shall hold office for the unexpired portion of the term applicable to that seat and until the election and qualification of a successor.

7. **LIABILITY OF DIRECTORS.** A director of the Corporation shall not be liable to the Corporation for a breach of duty as a director for monetary damages in an amount in excess of the compensation received by such director for serving the Corporation during the year of such breach (or such lesser amount as may hereafter be permitted by the Connecticut Revised Nonstock Corporation Act), except to the extent such exemption from liability or limitation thereof is not permitted under the Connecticut Revised Nonstock Corporation Act as currently in effect or as the same may hereafter be amended. No amendment, modification or repeal of this provision shall adversely affect any right or protection of a director that exists at the time of such amendment, modification or repeal.

8. **LIMITATIONS.** Notwithstanding any other provision of this certificate of incorporation:

- A. The Corporation shall at all times be organized and operated exclusively for charitable, scientific or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code;
- B. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to the Corporation's directors, officers or other private persons, provided that the Corporation may pay reasonable compensation for services actually rendered and may reimburse reasonable expenses actually incurred by any such persons, and may make payments and distributions, to the extent reasonable and necessary in furtherance of the purposes set forth in Article 5 above;
- C. No substantial part of the activities of the Corporation shall include carrying on propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene (including by the publication or distribution of statements) in any political campaign on behalf of or in opposition to any candidate for public office; and
- D. The Corporation shall not conduct any activities, nor exercise any power, not permitted to be conducted by a corporation exempt from taxation under Section 501(c)(3) of the Internal Revenue Code or by a corporation the contributions to which are deductible by a contributor under Section 170(c)(2), 2055(a)(2) or 2522(a)(2) of the Internal Revenue Code.

9. **INDEMNIFICATION.** The Corporation shall indemnify and advance expenses to its directors to the fullest extent permitted by law and the certificate of incorporation. In addition, the Corporation shall indemnify and advance expenses to officers, employees and agents of the Corporation who are not directors to the same extent as directors, and may further indemnify such officers, employees and agents to the extent provided by specific action of the Corporation and permitted by law. The Corporation may also procure insurance providing greater indemnification as provided by law.

10. **FUNDAMENTAL CHANGES.** As described in detail in the Connecticut Revised Nonstock Corporation Act, the following fundamental changes must be approved by the board of directors and both of the members:

- (1) Amendments to the Certificate of Incorporation, provided, however, that no such amendment shall operate to terminate the deductibility of gifts to the Corporation for federal tax purposes or the federal income tax exemption of the Corporation as an organization described in Section 501(c)(3) of the Internal Revenue Code;
- (2) Dissolution of the Corporation;
- (3) The transfer of substantially all of the Corporation's assets to another corporation, or the sale or mortgage of substantially all of the assets of the Corporation; and
- (4) The merger of the Corporation with another corporation or the consolidation of the Corporation into a new corporation.

The directors of the Corporation shall have the right to make other fundamental changes to the extent and in the manner permitted by Connecticut law to directors of a Connecticut nonstock corporation, except as otherwise provided in this Certificate of Incorporation or the bylaws of the Corporation.

11      **DISSOLUTION.** The existence of the Corporation shall be perpetual. However, if the Corporation is dissolved, all of its assets remaining for distribution after payment of obligations or provision for the same shall be distributed (subject to any restrictions imposed by any applicable will, trust, deed, agreement or other document) to one or more charitable, scientific or educational organizations and qualified as exempt from taxation under Section 501(c)(3) of the Internal Revenue Code, for use restricted to the purposes set forth in this certificate of incorporation, in such proportions as the Board of Directors or a court of competent jurisdiction may determine.

Approved by the board: September 14, 2011

The CT Center for School Change Inc.  
Balance Sheet  
December 31, 2013

ASSETS

Current Assets		
BOA Checking -#9422374337	\$	529,680.75
BOA - MnyMkt Savings		105,864.34
Peoples's United Bank - CD		115,471.67
Webster Bank - CD		116,301.04
Petty Cash		40.00
Security Deposit		3,000.00
Fees Receivable		93,138.98
		<hr/>
Total Current Assets		963,496.78
Property and Equipment		
Equipment & Improvements (net)		8,867.83
Accumulated Depreciation		(4,110.71)
		<hr/>
Total Property and Equipment		4,757.12
Other Assets		
		<hr/>
Total Other Assets		<hr/> 0.00
Total Assets	\$	<hr/> <hr/> 968,253.90

LIABILITIES AND CAPITAL

Current Liabilities		
Accounts Payable -Restricted	\$	49,709.40
		<hr/>
Total Current Liabilities		49,709.40
Long-Term Liabilities		
		<hr/>
Total Long-Term Liabilities		<hr/> 0.00
Total Liabilities		49,709.40
Capital		
Unrestricted Fund Balance(Net)		361,279.43
Temporary Restricted Fund Bal.		4,319.00
Board Designated Net Assets		500,000.00
Net Income		52,946.07
		<hr/>
Total Capital		<hr/> 918,544.50
Total Liabilities & Capital	\$	<hr/> <hr/> 968,253.90

## APPENDIX G: SCHOOL TURNAROUND RUBRIC/AUDIT TOOL

Indicator	TALENT			
	Below Standard	Developing	Proficient	Exemplary
<b>1.1. Instructional Practice</b>	Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs. ✓	Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.	100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.
<b>1.2. Evaluation and Professional Culture</b>	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few if any staff were formally evaluated 3 or more times in 2012-13. Instructional leaders do not provide regular feedback to staff.	There are some concerns about professionalism. Some staff come to school unprepared. Some teachers feel responsible for their work. Some teachers were formally evaluated at least 3 times in 2012-13, but most were not. Leaders communicate some expectations for and feedback on performance, but do not consistently follow-up to see whether or not the feedback is acted upon. ✓	The school is a professional work environment. Most staff are prepared to start the school day on time with appropriate instructional materials ready to go. Most individuals feel responsible for their work. Most teachers were formally evaluated at least 3 times in 2012-13 in alignment with SEED expectations. Leaders provide feedback and hold individuals accountable for effort and results.	100% of staff are prepared to start the school day on time with appropriate instructional materials ready to go. The vast majority of staff feel deep personal responsibility to do their best work. All teachers were formally evaluated at least 3 times in 2012-13. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
<b>1.3. Recruitment and Retention Strategies</b>	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented. ✓	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
<b>1.4. Professional Development</b>	Professional Development (PD) opportunities are infrequent and/or of inconsistent quality and relevance. PD does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PD opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PD opportunities is inconsistent. Sometimes, teachers report that PD improves their instructional practices. Teachers are not generally held accountable for implementing skills learned through PD. ✓	The school offers targeted, job-embedded PD throughout the school year. PD is generally connected to student needs and staff growth areas identified through observations. Most teachers feel PD opportunities help them improve their classroom practices. Most teachers are able to translate and incorporate PD strategies into their daily instruction.	The school consistently offers rich and meaningful PD opportunities that are aligned to student needs and staff growth areas identified through observations. Teachers effectively translate PD strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PD strategies.



TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>1.5. Leadership Effectiveness</b>	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community generally understands the need for change, however actions are more often governed by the status quo.	Leadership focuses on school mission and strategic direction with staff, students, and families. The school is implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency. ✓	Leadership focuses on school mission and strategic direction with staff, students, and families. The school has a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.
<b>1.6. Instructional Leadership</b>	Few staff can articulate a common understanding of what excellent instruction looks like. School norms and expectations are not clear. Instructional leaders do not demonstrate a commitment to developing consistent and high-quality instructional practice school-wide.	Some staff can articulate a common understanding of what effective instruction looks like. School norms and expectations are enforced with limited consistency. Instructional leaders demonstrate some commitment to improving instructional practice school-wide. ✓	Most staff articulates a common understanding of what effective instruction looks like. School norms and expectations are consistently enforced. Instructional leaders consistently demonstrate a commitment to improving instructional practice school-wide.	All staff articulates a common understanding of what effective instruction looks like. Educators relentlessly pursue excellent pedagogy. Instructional leaders have communicated and enforced high expectations school-wide.

ACADEMICS				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>2.1. Academic Rigor<sup>*1</sup></b>	Most observed lessons are teacher-led and whole group. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency.	Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency. ✓	Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking, and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations.	All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations.
<b>2.2. Student Engagement<sup>*</sup></b>	Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to their classmates. Observed lessons primarily appeal to one learning style. Few students are truly involved in the lessons.	Some students exhibit moderate engagement, but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students are involved in the lessons, but participation is more passive than active. Students are easily distracted from assigned tasks. ✓	Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson, but participation is, at times, more passive than active. A handful of students are easily distracted from the task at hand.	All students are visibly engaged, ready to learn, and on task. Students are clearly focused on learning in all classrooms. The lessons appeal to and seem to support all learning styles. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction.

<sup>1</sup> Ratings for the four sub-indicators marked with an asterisk (\*) should be based largely on classroom observations.

ACADEMICS				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>2.3. Differentiation and Checking for Understanding*</b>	Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence around the use of data to inform instruction and minimal efforts to check for student understanding.	Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding. ✓	Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content.	Teachers consistently and seamlessly differentiate instruction. Teachers use data and formal/informal strategies to gauge understanding, and differentiate the learning process accordingly. Tight feedback loop between monitoring efforts and instruction.
<b>2.4. Curriculum and Instruction Aligned to Common Core State Standards</b>	The school lacks a rigorous, standards-based curriculum that is aligned to the Common Core State Standards (CCSS) and/or the curriculum is not being implemented with fidelity. As a result, pacing is inconsistent. The percentage of students at or above goal on state assessments is > 10 points below the state average.	The school has curricula for some grades and content areas, some of which are rigorous, standards-based. Curricula are implemented with some fidelity. Teachers struggle with consistent pacing. The percentage of students at or above goal on state assessments is 6-10 points below the state average. ✓	Rigorous, standards-based curricula exist for almost all grade levels and content areas, and are being implemented consistently across classrooms. Teachers demonstrate consistent pacing. The percentage of students at or above goal on state assessments is within 5 percentage points of the state average.	Rigorous, standards-based curricula exist for all grade levels and content areas. Curricula are aligned with the CCSS and are being implemented with a high degree of fidelity throughout the school. The percentage of students at or above goal on state assessments meets or exceeds the state average.
<b>2.5. Support for Special Populations</b>	The school is inadequately meeting the needs of its high-needs students. IEP goals are not regularly met. Least Restrictive Environment (LRE) is not fully considered when making placements. The school lacks appropriate interventions and supports for ELLs. There are significant achievement gaps between subgroups and non-identified students as measured by state assessments, and no evidence of progress.	The school typically meets the needs of its high-needs students. Most special education students meet their IEP goals, but LRE is not always considered when making placement determinations. The school typically meets the needs of its ELLs, and attempts to track progress and set content and language mastery goals. There are significant gaps between subgroups and non-identified students as measured by state assessments and marginal progress over time. ✓	The school consistently meets the needs of its high-needs students. Special education students regularly meet their IEP goals and LRE is a critical factor in placement determinations. The school meets the needs, tracks progress, and sets content and language mastery goals for all ELLs. There are small gaps between subgroups and non-identified students as measured by state assessments, and some signs of progress toward closing the gaps.	The school is successfully closing the achievement gap for its high-needs students. General and special education teachers work collaboratively to support students. The school tracks the effectiveness of language acquisition instructional strategies and adjusts programming accordingly. There is no achievement gap between subgroups and non-identified students as measured by state assessments.
<b>2.6. Assessment Systems and Data Culture</b>	The school lacks a comprehensive assessment system (including summative and benchmark assessments). Teachers rarely collect, analyze, and/or discuss data. The school lacks or fails to implement SRBI protocols linking data to interventions.	The school has some consistent assessments; however, there are major gaps in certain grades and content areas. There are some efforts to collect and use data. SRBI systems and processes are somewhat present.	The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging processes in place to use the data to inform interventions. ✓	Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to collect, analyze, and use data to inform interventions.

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>3.1. School Environment</b>	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.	The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention.	The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces. ✓	The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride.
<b>3.2. Student Attendance</b>	The school has few, if any, strategies to increase attendance. Average daily attendance is ≤ 88% and/or chronic absenteeism is > 20%.	The school has some strategies to increase attendance. Average daily attendance is between 89% and 93% and/or chronic absenteeism is between 16% and 20%. ✓	The school has multiple, effective strategies to increase attendance. Average daily attendance is between 94% and 97% and/or chronic absenteeism is between 11% and 15%.	The school implements effective strategies to increase attendance and on-time arrival. Average daily attendance is > 97% and chronic absenteeism is ≤ 10%.
<b>3.3. Student Behavior</b>	A school-wide behavior management plan may exist, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspension/expulsions as a proportion of student enrollment is greater than 20% (total # 2012-13 incidents/total enrollment).	A school-wide behavior management plan is in place, and there are some signs of implementation. Student misbehavior is a challenge and creates frequent disruptions. There may be confusion among students and staff regarding behavioral expectations. Discipline is primarily punitive, and there is inconsistent reinforcement of desired behaviors. The rate of suspension/expulsions as a proportion of student enrollment is between 15% and 20%. ✓	A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent, with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14%.	A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly, and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is < 10%.
<b>3.4. Interpersonal Interactions</b>	There is a weak sense of community. The quality and types of student, adult, and student/adult interactions raise concerns. There are signs of divisiveness or hostility among	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There is some teasing and divisiveness; however, it does not	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school has an

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
	students and with staff. There are minimal signs of connections between students and staff; interactions are largely transactional or triggered when students are off task.	define school culture. Communication between students and staff is somewhat positive. There are some connections between students and staff. ✓	divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and staff. Most staff seem invested in their students.	inclusive and welcoming environment. Student/adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in the well-being and development of students.
3.5. Family and Community Engagement	The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to families regarding their child's academic progress.	The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to families regarding their child's academic progress. ✓	The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families participate in school activities. Most educators communicate regularly with families.	The school frequently engages parents/family as partners in student's education. Almost all families participate in school activities. Nearly all educators communicate with families on a regular basis.
3.6. Community Partners and Wraparound Strategy	The school offers inadequate supports to address students' nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to expand services offered through the school.	The school offers some support to address students' nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific.	The school offers a range of wraparound services to address students' nonacademic needs. The school has several sustained community partnerships. ✓	The school has a clear process for evaluating students' needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs.

OPERATIONS			
Indicator	Below Standard	Developing	Proficient
4.1. Adequate Instructional Time	There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes ≤ 5 hours of instruction per day, and ≤ 60 minutes of ELA time. <sup>2</sup>	Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time.	The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time.
4.2. Use of Instructional Time*	Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions.	Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize	The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time. ✓ Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Students transition promptly to

<sup>2</sup> The total amount of ELA instructional time per day at the secondary level can include reading- and/or writing-intensive coursework.

**Note:** The rubrics draw from the CSDE's School Quality Review and Network Walkthrough Tool, and Mass Insight Education's School Readiness Assessment.

OPERATIONS				
Indicator	Below Standard	Developing	Proficient	Exemplary
	There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner.	instructional time. Lesson schedules are moderately well planned, paced, and executed. Teachers could be more skilled and/or methodical in the use of class time. ✓	academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and executed. Teachers are adept at managing and using class time.	academic work with minimal cues and reminders from teachers. Teachers meticulously use every moment of class time to prioritize instructional time on task.
<b>4.3. Use of Staff Time</b>	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.	Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction). ✓	All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.	All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively.
<b>4.4. Routines and Transitions</b>	The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, there is very little re-direction.	The school is somewhat chaotic and/or disorderly, particularly in certain locations and during certain times of day. Some staff make an effort to maintain procedures and routines; however, staff presence is minimal and redirection of misbehavior is lacking.	The school environment is calm and orderly in most locations and during most of the day. Rules and procedures are fairly clear, consistent, and evident. Routines seem somewhat apparent and institutionalized. Adults are present to reinforce norms. ✓	The school environment is calm and orderly. Rules and procedures are clear, specific, consistent, and evident. Routines are largely unspoken and institutionalized. Adults are consistently present to reinforce norms.
<b>4.5. Financial Management</b>	The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district leaders successfully advocating for school resource needs.	Budget decisions are sometimes focused on factors unrelated to student needs and school goals. A number of expenditures and initiatives lack a plan for sustainability beyond the current school year. School and/or district leaders do not effectively advocate for school needs or pursue additional resources.	The school and/or district have emerging strategic budgeting practices. The school and/or district have begun to repurpose funds to align expenditures more closely with school goals and student needs. Sustainability may pose a concern. School/district leaders effectively advocate for school needs and pursue additional resources. ✓	The school and district engage in strategic budgeting. The school and district invest in high-yield, research-based initiatives aligned to student needs and school goals. There is a clear sustainability plan for all major expenditures. School/district leaders effectively advocate for school needs, and build strategic relationships to pursue needed resources.